



Public Examinations Policy

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***Appendix added January 2022 (Controlled Assessment Policy*)**

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The purpose of this exam policy is:

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

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

This exam policy will be reviewed annually by the Exams Officer.

1. Exam responsibilities

Head of Centre / Headteacher

Overall responsibility for the school as an exam centre:

- Advises on appeals and re-marks
- The Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document; *Suspected malpractice in examinations and assessments*

Exams Officer

Manages the administration of public and internal exams and analysis of exam results:

- 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 exam boards
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents / carers are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the lead exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Leadership Team, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams and ensures all candidates are entered accordingly
- Liaison with SENCO regarding access arrangements

Senior Leadership Team

- Organisation of teaching and learning
- External validation of courses followed at key stage 4 / post-16

Heads of department/school/curriculum

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of coursework mark sheets and centre declaration sheet
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer

Head of Careers

- Guidance and careers information

Teachers

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

SENCo / Assistant SENCo

- Identification and testing of candidates, requirements for access arrangements
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, visual or hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims
- Liaison with Exams Officer regarding access arrangement applications
- Administers access arrangements and makes applications for special consideration using the *JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- Administration of access arrangement applications
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer
- JCQ Regulations for Access Arrangements and Reasonable Adjustments state that a word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.
- The use of a word processor in examinations must reflect the candidate's normal way of working within the centre. The reasons for using a word processor could be because the candidate has a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly. They could have a medical condition, physical disability, a sensory impairment or poor handwriting, these are all reasons why a candidate may use a word processor, but it must also be their normal way of working in the centre.

Lead Invigilator / Invigilators

- Collection of exam papers and other material from the exams office / cupboard before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office
- Ensure security of all exams papers and other related materials at all times

Candidates

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

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the head of centre.

The statutory tests and qualifications offered are GCSEs, Entry Level and BTEC / Technical Awards.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by September.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidates, parents / carers, heads of subject and the Head of School.

At Key Stage 4

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

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled in November, December, February, March, and April.

External exams are scheduled in November, January, March (BTEC only) and Summer.

All internal exams are held under external exam conditions.

Which exam series are used in the centre is decided by the head of centre, heads of department and the senior leadership team.

3.2 Timetables

Once confirmed, the exams officer will circulate the exam timetables for internal exams and external exams.

4. Entries, entry details and late entries

4.1 Entries

Candidates are selected for their exam entries by the senior leadership team and the heads of department.

Candidates, or parents / carers, can request a subject entry, change of level or withdrawal.

The centre does not accept entries from external candidates.

4.2 Late entries

Entry deadlines are circulated to heads of department via email, notice board and post.

Late entries are authorised by the heads of department, exams officer and senior leadership team.

5. Exam fees

The centre will pay all normal exam fees on behalf of candidates.

Late entry or amendment fees are paid by departments.

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

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

6.1 DDA

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

6.2 Special needs

A candidate's special needs requirements are determined by the SENCO / Educational psychologist / specialist teacher.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The

SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

Rooming for access arrangement candidates will be arranged by the exams officer with the SENCO.

Invigilation and support for access arrangement candidates will be organised by the SENCO and the exams officer.

7. Estimated grades

Estimated grades

The heads of department will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will be used for external exams.

The recruitment of invigilators is the responsibility of the exams office.

Securing the necessary Disclosure and Barring System (DBS) *The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA)* clearance for new invigilators is the responsibility of the centre administration.

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.

8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The lead invigilator will start all exams in accordance with JCQ guidelines.

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

(this has to be done before the pupils enter the exam room, Subject staff are not allowed in the exam room)

In practical exams, subject teachers may be on hand in case of any technical difficulties. Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. If a paper is read by a subject teacher then that teacher must remain in the examination room for a period of no less than one hour after the start of the examination, or an equivalent period if the examination is less than one hour in length. Papers will be distributed to heads of department at the end of the exam session.

9. Candidates, clash candidates and special consideration

9.1 Candidates

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

Candidates' personal belongings remain their own responsibility and the centre 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.

Lead Invigilators are responsible for advising the exams officer of candidates who are late for their exams, or do not turn up at all.

9.2 Clash candidates

The exams officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight supervision.

9.3 Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the exams officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

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

10. Coursework and appeals against internal assessments

10.1 Coursework

Candidates who have to prepare coursework should do so by the end of the course.

Heads of department will ensure all coursework is ready for despatch at the correct time. The exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the exams office by the heads of department.

10.2 Appeals against internal assessments

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

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection

Internal Verification Process (B-TEC Qualifications):

- To ensure there is an accredited Lead Internal Verifier in each principal
- subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors
- and programme activity
- To ensure that the Internal Verification procedure is open, fair and free from
- bias
- To ensure that there is accurate and detailed recording of Internal
- Verification decisions

To do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal

Verification procedures:

- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- Centre assessment instruments are verified as fit for purpose
- Annual Internal Verification schedule, linked to assessment plans, is in place
- Appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

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

11.1 Results

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

Arrangements for the school to be open on results days are made by the exams officer.

The provision of staff on results days is the responsibility of the exams officer.

11.2 EARs

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

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

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

11.3 Access to Scripts

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

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

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

(See also section 5: Exam fees)

12. Certificates

Certificates are presented in person.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. The centre retains certificates for two years.

Head of Centre

Exams Officer

Signed:

Signed.....

Date:

Date:

Internal Appeals Procedure

Examination Appeals Procedures – Coursework / Controlled Assessments

Longfield Academy is committed to ensuring that whenever its staff assesses pupils' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Pupils' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between teaching staff, consistency should be assured by internal moderation and standardisation.

If a pupil believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

1. Appeals should be made as soon as possible and must be made at least two weeks before the last externally assessed paper in the examination series.
2. Appeals should be made in writing to the Examination Officer who will investigate the appeal in association with the Deputy Headteacher - Stuart Rawle. If either of these staff members or the Examination Officer were directly involved in the assessment in question or is not able to conduct the investigation for any other reason, he/she will appoint another member of staff of similar or greater seniority to conduct the investigation.
3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCDA. This will be done before the end of the series.
4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is outside the control of Longfield Academy and is not covered by this procedure. Details of the appeals procedure for the relevant awarding bodies are available from the Examination Officer.

Appendix 1 – Controlled Assessments Appendix
(the following appendix is all new)

- 1. GCSE, VCert, BTEC and Cambridge Nationals Controlled Assessment - Staff responsibilities**
- 2. BTEC Registration and Certification Process**
- 3. BTEC Internal Verification Process**
- 4. BTEC Resubmission**
- 5. Cambridge National, WJEC and VCert Moderation Process**
- 6. Assessment and malpractice**

The purpose of this Controlled Assessment policy is:

- To ensure the planning and management of Controlled Assessment is conducted efficiently and in the best interest of candidates
- To ensure the operation of a Controlled Assessment system with clear guidelines for all relevant staff

1. GCSE, VCert, BTEC and Cambridge Nationals Controlled Assessment - Staff responsibilities

Senior Leadership Team

- Be accountable for the safe and secure conduct of Controlled Assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, coordinate with Heads of Department the subjects to schedule for Controlled Assessments. Controlled Assessments will be undertaken over a two-year Key Stage 4 period
- The Leadership Team (SLT) and Exams Officer (EO) will map the overall resource management requirements for the year. As part of this, the SLT and EO will resolve:
 - Clashes / problems over the timing or operation of Controlled Assessments
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
 - Ensure that all staff involved have a calendar of events relating to Controlled Assessment
 - Create, publish and update an internal appeals policy for Controlled Assessments
 - Monitor the completion of Controlled Assessment tasks across the school and ensure that all risks are managed effectively
 - Decide on the awarding body and specification for a particular GCSE

Heads of Department

- Supply to the EO details of all unit codes for Controlled Assessments
- Obtain confidential materials / tasks set by awarding bodies in sufficient time to prepare for the assessment(s)
- Where appropriate, develop assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- Ensure that individual teachers understand their responsibilities with regards to Controlled Assessment

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Provide details to the SLT of specifically when Controlled Assessments are taking place within their subject area
- Periodically monitor that the completion of Controlled Assessment in their department is being completed as per the JCQ guidelines
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. If an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the appropriate SENCO for any assistance required for the administration and management of access arrangements

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication **Instructions for conducting Controlled Assessments**
- Understand and comply with the awarding body specification for conducting Controlled Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows
- Where a subject involved medium / high control sessions, retain candidates' work securely between assessment sessions (if more than one)
- Ensure that parents / carers and supervising teachers, sign authentication forms on completion of an assessment where applicable
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the Head of Department when required
- Ensure that any access arrangements for pupils with special consideration are carried out

Exams Officer

- Enter pupils for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries
- Enter pupils 'cash-in' codes for the terminal exam series

- Where confidential materials are directly received by the exam's office; to be responsible for receipt, safe storage and safe transmission, whether in electronic or hard copy format
- Download and distribute marksheets for teaching staff to use, collect and send marksheets to awarding bodies before deadlines
- On the few occasions where Controlled Assessment cannot be conducted in the classroom, arrange a suitable location where Controlled Assessment can be carried out, at the direction of the SLT

SENCO / Assistant SENCO

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

2. BTEC Registration and Certification Process

Aims:

- To timely register individual learners to the correct programme within agreed timescales
- To claim valid learner certificates within agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Longfield will ensure that:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners

- Programme Leader: responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible
- Quality Nominee: responsible for coordinating and monitoring the learner details held with Pearson
- Senior Management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

3. BTEC Internal Verification Process

Aims:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions

In order to do this, Longfield will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

4. BTEC Resubmissions / Retakes

Aims:

- To ensure that the correct procedures are followed in relation to resubmission of pupil work
- To ensure that the resubmission of work is fair and consistent for all learners

In order to do this, Longfield will ensure that:

- It is the Lead Internal Verifier that authorises the resubmission
- Learners meet the initial deadlines, or the agreed deadline extension
- If the Lead Internal Verifier does authorise a resubmission, it must be recorded on the assessment record giving a deadline for resubmission within 15 working days* of the learner receiving the results of the assessment
- No further guidance is given to learners when issued with a resubmission
- The assessor authenticates the evidence submitted for assessment and the evidence is accompanied by the signed and dated learner declaration of authenticity
- If a learner has met all the conditions listed above in the opportunity for resubmission, but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria
- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so
- The retake must be a new task or assignment, targeted only to the pass criteria which were not achieved in the original assignment
- The assessor must agree and record a clear deadline before the learner starts a retake
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions

5. Cambridge National, WJEC and Vcert Moderation Process

Aims:

- To ensure there is a through moderation process in place for vocational qualifications
- To ensure that standardisation and moderation is valid, reliable and covers all assessors and programme activity
- To ensure that the moderation procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, Longfield will ensure that:

- All controlled assessments are completed in environments stipulated by the examination board and in line with the JQC regulations
- All staff are fully qualified and trained to deliver the programme of study
- Pupils sign 'candidate record forms' to authenticate their work
- Marking of assignments is thorough and in line with specific criteria from the examination board
- All appropriate documentation is completed by the assessor and meets the requirement of the specific qualification

- HODs will moderate the assessors marking of the assignments. All assessors will share good practice and take an active role in the moderation process
- Pupils will have the right to appeal to any assessment decisions made and the school's appeals procedure will be followed

6. Assessment and Malpractice

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice, and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the SLT / Head of School and all personnel linked to the allegation. It will proceed through the following stages:
 - Follow school policy regarding malpractice
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - Give the individual the opportunity to respond to the allegations made
 - Inform the individual of the avenues for appealing against any judgment made
 - Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties / sanctions linked to the JQC guidelines for malpractice in examinations.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment / examination / test

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework / portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment. For example, where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements. For example, for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment / task / portfolio / coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements. For example, where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records / certificates. For example, by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment. EO will contact JCQ in relation to any malpractice issues and proceed in line with JCQ regulations. Exam board will be contacted as part of this

Internal Appeals Procedure

Examination Appeals Procedures – Coursework / Controlled Assessments

Longfield Academy is committed to ensuring that whenever its staff assess pupils' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Pupils' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between teaching staff, consistency should be assured by internal moderation and standardisation.

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

1. Appeals should be made as soon as possible and must be made at least two weeks before the last externally assessed paper in the examination series.
2. Appeals should be made in writing to the EO who will investigate the appeal in association with Mr Rawle, Assistant Headteacher. If either of these staff members or the EO were directly involved in the assessment in question, or they are not able to conduct the investigation for any other reason, an alternative member of staff, of similar or greater seniority, will be appointed to conduct the investigation.
3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCDA. This will be done before the end of the series.
4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work which is outside the control of Longfield Academy and is not covered by this procedure. Details of the appeals procedure for the relevant awarding bodies are available from the EO.

Appendix 1: Controlled Assessment Policy

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The purpose of this Controlled Assessment policy is:

- To ensure the planning and management of Controlled Assessment is conducted efficiently and in the best interest of candidates
- To ensure the operation of a Controlled Assessment system with clear guidelines for all relevant staff

1. GCSE, VCert, BTEC and Cambridge Nationals Controlled Assessment - Staff responsibilities

Senior Leadership Team

- Be accountable for the safe and secure conduct of Controlled Assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, coordinate with Heads of Department the subjects to schedule for Controlled Assessments. Controlled Assessments will be undertaken over a two-year Key Stage 4 period
- The Leadership Team (SLT) and Exams Officer (EO) will map the overall resource management requirements for the year.

As part of this the SLT and EO will resolve:

- clashes/ problems over the timing or operation of Controlled Assessments

- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events relating to Controlled Assessment
- Create, publish and update an internal appeals policy for Controlled Assessments
- Monitor the completion of Controlled Assessment tasks across the school and ensure that all risks are managed effectively
- Decide on the awarding body and specification for a particular GCSE

Heads of Department

- Supply to the EO details of all unit codes for Controlled Assessments
- Obtain confidential materials / tasks set by awarding bodies in sufficient time to prepare for the assessment(s)
- Where appropriate, develop assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- Ensure that individual teachers understand their responsibilities with regard to Controlled Assessment
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Provide details to the SLT of specifically when Controlled Assessments are taking place within their subject area
- Periodically monitor that the completion of Controlled Assessment in their department is being completed as per the JCQ guidelines
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the appropriate SENCO for any assistance required for the administration and management of access arrangements

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication **Instructions for conducting Controlled Assessments**

- Understand and comply with the awarding body specification for conducting Controlled Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to pupils as the specification allows
- *Where a subject involved medium / high control sessions*, retain candidates' work securely between assessment sessions (if more than one)
- Ensure that pupils and supervising teachers sign authentication forms on completion of an assessment *where applicable*
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the Head of Department when required
- Ensure that any access arrangements for pupils with special consideration are carried out

Exams Officer

- Enter pupils for individual units, whether assessed by Controlled Assessment, external exam or on-screen test, before the deadline for final entries
- Enter pupils' 'cash-in' codes for the terminal exam series
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in electronic 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 SLT

SENCO / Assistant SENCO

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

2. BTEC Registration and Certification Process

Aims:

- To timely register individual learners to the correct programme within agreed timescales
- To claim valid learner certificates within agreed timescales

- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Longfield will ensure that:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

Responsibilities:

- Exams Officer: responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners
- Programme Leader: responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible
- Quality Nominee: responsible for coordinating and monitoring the learner details held with Pearson
- Senior Management: responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

3. BTEC Internal Verification Process

Aims:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions

In order to do this, Longfield will ensure that:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes

- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice

4. BTEC Resubmissions / Retakes

Aims:

- To ensure that the correct procedures are followed in relation to resubmission of pupil work
- To ensure that the resubmission of work is fair and consistent for all learners

In order to do this, Longfield will ensure that:

- It is the Lead Internal Verifier that authorises the resubmission
- Learners meet the initial deadlines, or the agreed deadline extension
- If the Lead Internal Verifier does authorise a resubmission, it must be recorded on the assessment record giving a deadline for resubmission within 15 working days* of the learner receiving the results of the assessment
- No further guidance is given to learners when issued with a resubmission
- The assessor authenticates the evidence submitted for assessment and the evidence is accompanied by the signed-and-dated learner declaration of authenticity
- If a learner has met all of the conditions listed above in the opportunity for resubmission but has still not achieved the targeted pass criteria following the resubmission of an assignment, the Lead Internal Verifier may authorise one retake opportunity to meet the required pass criteria
- The Lead Internal Verifier must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so
- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment
- The assessor must agree and record a clear deadline before the learner starts a retake
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions

5. Cambridge National, WJEC and Vcert Moderation Process

Aims:

- To ensure there is a through moderation process in place for vocational qualifications
- To ensure that standardisation and moderation is valid, reliable and covers all assessors and programme activity
- To ensure that the moderation procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of assessment decisions

In order to do this, Longfield will ensure that:

- That all controlled assessments are completed in environments stipulated by the examination board and in line with the JQC regulations
- All staff are fully qualified and trained to deliver the programme of study
- Pupils sign candidate record forms to authenticate their work
- Marking of assignments is thorough and in line with specific criteria from the examination board
- All appropriate documentation is completed by the assessor and meets the requirement of the specific qualification
- HODs will moderate the assessors marking of the assignments, all assessors will share good practice and take an active role in the moderation process
- Pupils will have the right to appeal any assessments decisions made; and the school's appeals procedure will be followed

6. Assessment and Malpractice

Aim:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where
- Incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice

- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the SLT / Head of School and all personnel linked to the allegation

It will proceed through the following stages:

- Follow school policy regarding malpractice
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation

Where malpractice is proven, this centre will apply the following penalties / Sanctions linked to the JQC guidelines for malpractice in examinations.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination / test

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework / portfolios of evidence secure

- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment / task / portfolio / coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment. EO will contact JCQ in relation to any malpractice issues and proceed in line with JCQ regulations. Exam board will be contacted as part of this

Internal Appeals Procedure

Examination Appeals Procedures – Coursework/Controlled Assessments

Longfield Academy is committed to ensuring that whenever its staff assesses pupils' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Pupils' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between teaching staff, consistency should be assured by internal moderation and standardisation.

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

1. Appeals should be made as soon as possible and must be made at least two weeks before the last externally assessed paper in the examination series.
2. Appeals should be made in writing to the Examination Officer who will investigate the appeal in association with the Deputy Headteacher - Stuart Rawle. If either of these staff members or the Examination Officer were directly involved in the assessment in question or is not able to conduct the investigation for any other reason, they will appoint another member of staff of similar or greater seniority to conduct the investigation.

3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCDA. This will be done before the end of the series.

4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.

5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is outside the control of Longfield Academy and is not covered by this procedure. Details of the appeals procedure for the relevant awarding bodies are available from the Examination Officer.