

EXAMINATIONS POLICY



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1. THE 11-18 EXAM POLICY

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. The exam policy will be reviewed every year by the Exams Manager.

In September the Examination Manager will circulate to all Departments the Board and syllabus used by that Department. This must be checked, signed and returned to the Examination Manager by the Staff in charge of Exams.

Exam Responsibilities

Having overall responsibility for the school as an exam centre, the head of centre:

- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document - Suspected malpractice in examinations and assessments.

Exams Manager

- Manages the administration of public and internal exams
 - advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
 - 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 are informed of and understand those aspects of the exam timetable that will affect them
 - consults with teaching staff to ensure that necessary coursework and controlled assessment is completed on time and in accordance with JCQ guidelines
 - provides and confirms detailed data on estimated entries
 - receives, checks and stores securely all exam papers and completed scripts
 - administers access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration.
 - identifies and manages exam timetable clashes
 - accounts for income and expenditures relating to all exam costs/charges
 - line manages the senior 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 SLT, any appeals/re-mark requests
 - maintains systems and processes to support the timely entry of candidates for their exams.
- SENDSCO

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the

course).

- Submission of candidates' names to heads of department/school/curriculum.

The SENDCO is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Invigilators are responsible for:

- Collection of exam papers and other material from the exams office or venue 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.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the work as their own.

A. QUALIFICATIONS OFFERED

The qualifications offered at this centre are decided by the Head of centre and Senior leadership team.

The qualifications offered are GCE, Functional skills, Diploma, GCSE, Entry level, BTEC, JSLA, CSLA, HSLA, CIEH, City & Guilds Key Skills, Pre-U, Arts Awards and Level 1 / 2 certificates(iGCSE).

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 specification from the previous year, the exams office must be informed at the start of the new academic year.

Informing the exams office of changes to a specification is the responsibility of the Heads of subject.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Subject teachers and Head of subject and Pastoral staff.

B. EXAM SERIES, TIMETABLES AND ESTIMATED GRADES

Exam seasons

Internal exams and assessments are scheduled in December and January.

External exams and assessments are mainly scheduled in November, May and June. There are also on demand tests for Hair, Beauty and BTEC subjects. Functional Skills exams are held throughout the year.

Internal exams are held under external exam conditions.

On-demand assessments can be scheduled only in windows agreed between the exams officer and the senior leadership team is the policy for offering on-demand testing.

Timetable

Once confirmed, the exams Manager will circulate the exam timetable for Internal exams and External exams.

Estimated grades

CTL is responsible for submitting estimated grades to the exams manager by the deadline requested.

C. ENTRIES, ENTRY DETAILS AND LATE ENTRIES

Students are entered for examinations by the subject teacher. Candidates' parents/carers can request a subject entry, change of level or withdrawal. Entry deadlines are circulated to heads of department via email and pigeon hole. Late entries are authorised by Heads of faculty, Senior leadership team and Exams Manager.

GCSE/GCE re-sits are allowed. These are in accordance with Examination Board regulations. Re-sit decisions will be made in consultation with candidates, subject teachers and Pastoral staff.

All candidates will be entered by the due date set by the board. It is the responsibility of the teacher to ensure that the correct lists are issued to the Examination Manager.

Students will be entered for appropriate public examinations (including GCSE, GCE & VCE) provided: - they have completed (or are on line to complete) all requirements and the student, parents and school agree about the details of entry.

The school will provide the students and parents with all information regarding examination entry (Syllabus details, examination boards, dates and times of examination and estimated grades).

The probability of achieving a low grade or borderline pass will not in itself preclude entry. Teaching staff will discuss the details of entry with individual students and should refer to estimated grades and the strategies required to achieve them.

Amendments

Withdrawals will be accepted by the Examinations Manager up to the date set by the Board. Withdrawal forms must be used. Any late withdrawals/entries except in exceptional circumstances will be charged to the Department.

Change of Tier - the above applies.

D. EXAM FEES

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. All initial entry exam fees are paid by the Centre. Late entry or amendment fees are paid by the departments or the candidates.

Fee reimbursements are sought from candidates if they are entered or withdrawn after the Examining Bodies deadline, fail to sit an exam without permission from the School, medical evidence or evidence of other mitigating circumstances.

Re-sit fees at Key Stage 4 are paid for by the centre. Resit fees for sixth form students are paid for by the candidate.

E. DISABILITY DISCRIMINATION ACT

All exam centre staff must ensure that meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the disability provisions under the DDA or the Equality Act 2010, by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre. (See separate policy)

Access arrangements

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the SENDCO and Specialist teacher.

Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and Exams manager. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Specialist Teacher. Rooming for access arrangement candidates will be arranged by the exams manager. Invigilation and support for access arrangement candidates will be organised by the exams manager with the SENDCO.

Contingency planning

Contingency planning for exams administration is the responsibility of the exams manager.

F. MANAGING INVIGILATORS

External staff are used to invigilate examinations. These invigilators will be used for internal exams and external exams. Recruitment of invigilators is the responsibility of the Exams office. Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Centre administration. CRB 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 Bursar.

The Examination Manager will ensure that each exam session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each. Senior invigilator will check attendance according to seating plan. Invigilators must not take any work into the exam room but give full attention to the conduct of the examination.

The employment of external invigilators does give assured continuity and responsibility in an exam room. The Examination Manager has set up a team of external invigilators. This team will increase and applicants will be trained and interviewed.

Malpractice

The Exams office is responsible for investigating suspected malpractice.

Exam days

The exams manager 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 venues. The invigilator will start all exams in accordance with JCQ guidelines. In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers can be read by subject teachers at the back of an exam room provided they do not communicate in any way with candidates. Papers must not be removed from the exam room. Papers will be distributed to heads of department on the day following an exam session. Teaching staff are not allowed to start examinations in their subject. They must not look at the paper until one hour has passed and then only in the room out of sight of students. Staff are not allowed to give any advice/guidance to students at any time. Invigilators will inform students of all the necessary information.

In the absence of the Examination Manager at the end of any exam, papers will be collected by the invigilator and taken to the front office and given into the care of the either Assistant Head or the Office staff.

The School will despatch exam papers to examiners by a traceable system. This does not cost the school any money and allows the papers to be traced.

G. CANDIDATES

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time.

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

The Exams manager is responsible for handling late or absent candidates on exam day. For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams manager

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 manager, 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 by providing 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.

h. RESULTS

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

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses. Results will be available for collection on the day notified by the Exam Boards only. Arrangements for the centre to be open on results days are made by the Exams manager. The provision of staff on results days is the responsibility of the Exams manager.

Subject staff should check for the possibility of a re-mark/re-grade within three days of scrutiny of the results. If a result is queried the Examination Manager will investigate the feasibility of asking for a re mark.

EARs

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

If a result is queried, the exams manager, 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 support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff /exam staff to request the return of papers after the issue of results. This is at candidate's expense. 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.

GCE emergency re-marks can be made immediately after the issue of A level results. Photocopy of A level scripts are available to request for six days after the issue of A level results.

I. CERTIFICATES

Certificates are collected and signed for. There is a presentation Evening in November (GCSE) and December (GCE). Students who do not attend these evenings can collect their certificates from Reception. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

J. SPECIAL EDUCATIONAL NEEDS

Heanor Gate Science College recognises that it has a responsibility for all students for examinations in relation to the Equality Information & Objectives Policy.

Staff in Departments should inform the Head of Student Support of pupils who are embarking on a course leading to an examination. Staff can then be informed of any special arrangements which individual pupils can be granted during the course and in the exam. In the case of pupils with Specific Learning Difficulties/Visual Impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader
- An amanuensis
- A practical assistant
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

Head of Student Support will inform the Examination Manager if any pupil is to be given special arrangements for coursework which carries marks towards a final grade.

A separate room and invigilator are required for anyone with a reader. A separate room is also required for an individual or group who is/are granted extra time/rest periods/use of a word processor.

It is preferable that the reader should be a person within the Student Support Department who is familiar with and has had practice with the pupil taking the examination. It is important if, for example, the pupil and reader have worked together in similar situations such as internal tests/exams. It is the duty of Learning Support to ensure that no unauthorised help is given to these pupils. An invigilator will also be present and information must be given to Examination Manager about dates when these people are needed.

The Head of Student Support, in consultation with the Examination Manager will complete the Special Arrangement Request Forms for Special Needs candidates at the appropriate time and provide the necessary evidence to reach the Exam Boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified / enlarged papers for GCSEs which must be complied with.

The early opening and checking of Special Needs candidates' papers should be conducted in the presence of the Examination Manager, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the Examination Manager or Assistant Head and locked away.

The necessary re-scheduling of internal and external exams for Special Needs pupils will be coordinated with the Examination Manager e.g. pupils who have extra time may not be able to fit two exams in one day.

Candidates with Visual Impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

Candidates with extra help/time for controlled assessment must ensure that it is all their own work. It is the responsibility of Student Support to ensure that all work is original.

K. WEATHER PLAN

In the event of school closure during exams:

- All exam students meet in the Hall at the designated time.
- Students who are likely to be late should try to contact school or arrive as soon as possible
- Invigilators will follow normal procedures and phone if unable to attend.
- In the event of shortage of invigilators all available staff will be used as necessary until other cover can be provided.
- Local invigilators will be phoned so as to get people within walking distance to come.
- A list of invigilators and phone numbers from the Exams Officer.

- A set of keys to all exam areas are kept with the Exams Officer and the Exams Assistant.
- All exam lists with names and papers are the notice board outside the hall.
- Lists for registers are on the pile of papers for each session.
- Labels for desks are on the pile of papers for the session.
- Seating plans are on the pile of papers for the session. This is to help set the exam papers in the right place
- Exam papers are always ready in the cupboard on the correct pile.
- An exam box is ready for each venue.
- JCQ 'Instructions for conducting examinations' booklets are in exam boxes.
- Instructions for individual subjects are the papers – these are for the start of the paper.
- Equipment boxes for in the examination room are on shelves, labelled
- Boxes and labels for collecting phones are on the shelves.
- Instructions for invigilators booklet is in exam box.
- End of examination - Collecting papers – this should be done in accordance with instructions for invigilators.
- End of examination - ALL papers should be locked back in examination cupboard.

Signs should be already in position in each venue but spares are in the exam store.

2. INTERNAL ASSESSMENTS AND APPEALS

A. Controlled assessment

Outlining staff responsibilities:

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Ensure that all staff involved have a calendar of events

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- 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.
- 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.

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.
- Supply to the exams office 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) and ensure that such materials are stored securely at all times. Staff need to have access to secure areas and need to be set up by exam staff with a user name.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- For High controlled sessions, ensure that displays which may help students are covered in the room.
- For High controlled sessions, ensure that mobile phones are collected and switched off. Mobile phone notices should be collected for exams for display.
- If students are using a computer this should not have access to internet. Work should be stored on USB not on computer.
- Timings and attendance should be recorded by staff and a log kept. The time allocated for students to write is the actual writing time – time does **not** include distributing and collecting of work or instruction time.

- Absentees should be allowed the full time for writing their assignments. This does not have to be in the lesson; it could be any supervised session, including after school or detention, for example.
- 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).
- 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 special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements. Ensure that students have their entitlement to access arrangements as for written exam papers.

Exams office staff

- Before the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. Produce timetable for the year.
- Map overall resource management requirements for the year.
 - As part of this 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.)
- Create, publish and update an internal appeals policy for controlled assessments.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' '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 CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets 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.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied.
- Work with teaching staff to ensure requirements for support staff are met.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

Download and distribute mark sheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.

It is the duty of heads of department to ensure that all internal assessment is ready for despatch at the correct time.

Controlled Assessments normally take place in lesson time and so there is no cover normally involved. On those few occasions where cover is needed then Assistant Head will show this on daily cover.

All work must be posted via the exam office. The exams manager will assist by keeping a record of each despatch, including the recipient details and the date sent.

Internal / Mock Examinations

The Examination Manager will be responsible for the overview of the organisation of accommodation. Each Department will be responsible for producing exam papers which are suitable for the time slot allocated to their subject.

Marks and appeals

Heanor Gate Science College is committed to ensuring that whenever teaching staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, s/he 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 submitted by the centre for moderation by the awarding body.

Marks for all internally assessed work and estimated grades are provided to the exams office by the Heads of department. Appeals against internal assessments must be made by the 20th September in the examination year.

This procedure is available from the exams office and is posted on the exams notice board.

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the June GCSE exam series).
2. Appeals should be made in writing by the candidate's parent/carer to the exams officer (EO), who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision. If the EO was directly involved in the assessment in question, the Principal will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the EO is not able to conduct the investigation for some other reason.
3. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
4. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.

5. The outcome of the appeal will be made known to the Principal and will be logged as a complaint. A written record will be kept and made available to the awarding body upon 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 frequently changes the marks awarded for internally assessed work. That is outside the control of Heanor Gate Science College and is not covered by this procedure. If you have concerns about it, please ask the EO for a copy of the appeals procedure of the relevant awarding body.

B. INTERNAL ASSESSMENTS AND APPEALS

This covers the conduct of Non Examined Assessments. Any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA).

'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

Planning

In order to allow for effective planning and to avoid students having too many non-exam assessments at the same time, Curriculum Team Leaders (CTLs) should notify the Examinations Officer at the start of the year the proposed timings for Non Examined Assessments.

Task Setting

Where the awarding body is responsible for task setting, the school will make its own selection(s) from a number of comparable tasks provided by the awarding body.

Where the school is responsible for task setting, it may:

- a) Select from a number of comparable tasks provided by the awarding body;
- or
- b) Design task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Where the school is responsible for task setting, CTLs and teachers must ensure that the assessment criteria, as detailed in the specification, can be met and tasks are accessible to candidates. CTLs are responsible for checking that the correct tasks are issued to candidates and for keeping a record of the tasks set.

Candidates should be aware of the criteria used to assess their work so that they can understand what they need to do to gain credit. Teaching staff may produce a simplified candidate-friendly version of the mark scheme, provided that it is not specific to the work of an individual candidate or group of candidates.

Task Taking

The CTL is responsible for checking the subject-specific requirements issued by the awarding body and ensuring that all teaching staff understand them.

Unless the awarding body's specification says otherwise, the following arrangements apply:

- a) Invigilators are not required, and display of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates posters are not required to be displayed.
- b) Candidates do not need to be directly supervised at all times.
- c) The use of resources, including the internet, is not tightly prescribed.

Teaching staff must ensure that:

- a) There is sufficient supervision of all candidates to enable work to be authenticated;
- b) The work that an individual candidate submits for assessment is his/her own.

Work may be completed outside of the school without direct supervision, provided that the school is confident that the work produced is the candidate's own.

Candidates may normally:

- a) Have unlimited access to electronic and printed resources;
- b) Use the internet without restriction;
- c) Work in groups.

Where candidates work in groups, the teacher should keep a record of each candidate's contribution. The school will include information about non examined assessments in its information pack for candidates so that students understand what they need to do to comply with the regulations for non-examination assessments. It will make clear the importance of correct referencing, the nature and the consequences of plagiarism.

Advice and Feedback

Before work begins, teaching staff can advise students on:

- a) Sources of information;
- b) Relevance of materials/concepts;
- c) Structure of the response (for example, chapter titles and content);
- d) Techniques of data collection;
- e) Techniques of data presentation;
- f) Skills of analysis and evaluation;
- g) Health and safety considerations.

Teaching staff **must not** provide model answers or writing frameworks specific to the task (such as outlines, paragraph headings or section headings).

Unless specifically prohibited by the awarding body's specification during task taking teaching staff may:

- a) Review candidates' work and provide oral and written advice at a general level;
- b) Having provided advice at a general level, allow candidates to revise and re-draft work.

Any assistance which goes beyond general advice, for example:

- a) Detailed specific advice on how to improve drafts to meet the assessment criteria;
- b) Detailed feedback on errors and omissions which limits candidates' opportunities to show initiative themselves;
- c) Intervention to improve the presentation or content of work; must be recorded and taken into account when marking the work. Annotation must be used to explain how marks were applied in the context of the additional assistance given. **Teaching staff may not provisionally assess work and then allow the candidate to revise it.** Teaching staff may not provide any type of assistance which is explicitly prohibited in the specification.

Assistance must not be given if there is no means to record it and to take account of it in the marking. Failure to follow this procedure constitutes malpractice.

In formally supervised sessions:

- a) The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes;
- b) Access to the internet is not permitted;
- c) Candidates are not allowed to bring their own computers or other electronic devices; for example; mobile phones. Candidates are not allowed to augment notes, and check resources between sessions. When work for assessment is produced over several sessions, the following material must be collected by the teacher and stored securely at the end of each session (and not accessible to candidates):
 - the work to be assessed;
 - preparatory work.

If the candidates are permitted to use computers to store work, memory sticks will be collected for secure storage between sessions, or, candidates' have access to a specific area of the school's IT network which will be restricted.

Word and time limits

Teachers should check the specification and subject specific documentation for word and time limits/ word limits as detailed in specifications and subject-specific documentation are for guidance only. Teaching staff should check the awarding bodies' specifications as to whether time limits are mandatory. Where limits are for guidance only, and candidates should be discouraged from exceeding them.

Group Work

Some assignments may be undertaken as part of a group. In this case, it must be possible to attribute assessable outcomes to individual candidates. Where an assignment requires written work to be produced, each candidate must write up his/her own account of the assignment. It is acceptable for all members of the group to record the same data, but each candidate must use his/her own words to describe how the data was obtained and draw his/her own conclusions. Where an artefact or a performance is required, candidates may collaborate, but their responses must be their own and their individual contributions must be clearly identified. The contribution of each individual candidate must be clear from both the work itself and the record forms.

Authentication

Candidates must sign a declaration to confirm that the work they submit for final assessment is their own unaided work.

Teachers must sign a declaration of authentication after the work has been completed confirming that:

- The work is solely that of the candidate concerned;
- The work was completed under the required conditions;
- Signed candidate declarations are kept on file.

Signed candidate declarations must be kept on file until the deadline for an enquiry about results has passed or until any appeal, malpractice, or other result enquiry has been completed. They may be subject to inspection by a JCQ Centre Inspector.

Word Processing

Teachers should allow candidates to word process their work if practicable.

Candidates should insert the following details on each page as a header or footer:

- a) 5 digit centre number;
- b) Student candidate number;
- c) Component code.

They should also:

- a) Use the spell/grammar check when word processing.
- b) Use black ink and write legibly when submitting handwritten work.
- c) Submit word-processed or handwritten work on A4 paper unless the specification states otherwise.
- c) Include copies of presentations, charts, artefacts, photographs, letters, videos, audio recordings, transcripts of interviews and witness statements from supervising teachers where appropriate.

Use of Video and Photographs

Parents/carers must give informed consent to the use of videos or photographs/images of candidates included as evidence of participation or contribution.

Storage of Candidates' Work

Secure storage, throughout the task-taking stage, is required for work produced under formal supervision, but not for other work. Once any work is handed in by the candidate for formal assessment (or the formal supervised session commences for Art & Design) it must be stored securely. Secure storage is defined as a securely locked cabinet or cupboard. Where candidates are producing artefacts (e.g. Art and Design) secure storage is defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next. Work that is not required for moderation purposes and work returned after moderation must be stored securely until all possible post-results services have been exhausted. If post-results services have not been requested, work may be returned to candidates after the deadline for enquiries about results for the relevant series. If post-results services have been requested, work may be returned once the enquiry about results and any subsequent appeal has been completed.

Assessment

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents.

Teacher annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking, and to enable the moderator to check that marking is in line with assessment criteria.

Marks may be disclosed to candidates provided that it is made clear that the moderation process may result in changes to marks. **Teachers should not attempt to convert marks to grades in advance of the publication of results.**

Where a teacher teaches his/her own child, the school will declare the conflict of interest to the examination board and submit the marked work for moderation, whether or not it is part of the moderation sample.

Internal Standardisation

It is important that all teachers involved in the assessment of a component, mark to common standards. Teaching staff should consult the JCQ document 'Instructions for the Conduct of Non Examined Assessments' for an example of good practice in relation to the standardisation process. Where necessary, the school will set non-contact time to facilitate standardisation. CTLs are responsible for checking the marks they are submitting to an awarding body for both addition and transcription errors before submission.

Moderation Sample

CTLs should keep a record of names and candidate numbers for candidates whose work was included in the sample. Marked work should be retained under secure conditions until after the deadline for enquiries about results.

This applies to all work – whether or not it was part of the moderation sample.

Where work is being stored electronically, steps should be taken to protect it from corruption and a back-up procedure must be in place. If retention is a problem because of the nature of the work, Teaching staff should retain some form of evidence such as photos, audio or video recordings.

Access Arrangements

Access arrangements must be applied for in advance of timetabled written examinations and non-examination assessments. The SENCo must ensure that all relevant teaching staff are aware of any access arrangements which need to be applied for non-examination assessments.

Malpractice

Candidates must not:

- a) Submit work which is not their own;
- b) Make available their work to other candidates through any medium;
- c) Allow other candidates to have access to their own independently sourced material; assist other candidates to produce work;
- d) Use books, the internet or other sources without acknowledgement or attribution; submit work that has been word processed by a third party without acknowledgement;

e) Include inappropriate, offensive or obscene material. Candidates are not prohibited from lending books or other resources to one another provided these are not used as part of their own independently sourced material; for example; a student can lend a friend a copy of the class textbook. A student cannot lend a copy of an article that she found whilst conducting her own online research.

Subject Specific Guidance

There is specific guidance in relation to Science GCE Practical Skills and English Language GCSE Spoken English Assessments in the appendices of the JCQ Instructions for conducting non examined assessments. Teaching staff are required to consult these appendices and act on the advice. All teachers are expected to familiarise themselves with the additional guidance contained in specifications and subject specific material produced by the awarding body in relation to the conduct of non-examined assessments.

3. SUSPECTED MALPRACTICE IN EXAMINATIONS AND ASSESSMENTS

Heanor Gate Science College complies with JCQ procedures as laid down in the 'Suspected Malpractice in Examinations and Assessment Policies and Procedures' document for the relevant exam series. Any investigations will be carried out rigorously, effectively, appropriately by competent staff.

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications such as controlled assessment or practical coursework and also regarding examinations marked externally.

Candidate Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regard to portfolio based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off as the candidate's own work the whole or part of another person's work.
- Collusion: working collaboratively with other learners to produce work which is submitted as the candidate's only.
- Failing to abide by the instructions of an assessor: this may refer to the use of resources which the candidates have specifically been told not to use.
- The alteration of any results document.

The Head of Centre must oversee the allegation and investigation. A member of Senior Management should be appointed to represent the candidate.

If a member of staff suspects a candidate of malpractice the candidate will be informed and the allegation will be explained to them. The candidate will have the opportunity to explain what they feel happened prior to a decision being made. If the candidate accepts that malpractice has occurred they will be given the opportunity to repeat the assignment as long as the candidate has not already signed the authentication form. If found guilty of malpractice following an investigation, the member of staff may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regard to externally assessed **examinations**. This list is not exhaustive:

- Talking during an examination.
- Taking a mobile phone or electronic devices such as I Watches into an examination.
- Taking any item other than those accepted by the Awarding Body into an examination such as Ipods/books/notes.
- Leaving the examination room without permission.
- Passing notes or papers or accepting notes or papers from another candidate.

If a member of staff suspects a candidate of malpractice during an examination, the candidate will be informed and the allegation explained to them. The candidate will be informed in writing what the allegation entails. The candidate will also be directed to the JCQ Malpractice Policy on the website <http://www.jcq.org.uk/exams-office/malpractice>

The candidate will have the opportunity to explain what they feel happened prior to a decision being made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the candidate will be informed of any penalty to be applied in writing.

Should a candidate be found guilty of malpractice after having signed the authentication form then the matter is no longer subject to internal school discipline and the Head of Centre will report the incident to the relevant awarding body/JCQ.

Appeals

In the event that a malpractice decision is made which the candidate feels is unfair then the candidate has the right to appeal in line with the Appeals Policy.

Centre staff malpractice

Any member of staff employed by the centre. The list is not exhaustive. Any individuals; invigilators, Oral Language Modifiers, practical assistant, a prompter, a reader, a scribe.

Examples of staff malpractice (this is not an exhaustive list)

- Failing to keep exam materials secure
- Discussion of secure information on social media
- Inadequate supervision of candidates
- Allowing unauthorised material in the exam room
- Tampering of candidate scripts/coursework/ assessments/NEAs
- Failing to keep computer files secure
- Changing marks, or fabricating assessment
- Assisting or prompting candidates in their work
- Substituting one candidate's work for another
- Failing to adhere to JCQ regulations

The Head of Centre must oversee the allegation and investigation. A member of Senior Management should be appointed to represent the member of staff.

Should a staff member be found guilty of malpractice the Head of Centre will report the incident to the relevant awarding body/JCQ.