



Woodfield School

Examination Policy 2018

Governor's committee responsible:		Resources	
Date Last Reviewed	Summer 2018	Next Review Date	Summer 2019
Review period	Annually	Status	Recommended
Based on Surrey model?	No	Policy prepared by	Claudette Sims

1. The purpose of this policy is to ensure:

- The planning, administration and management of examinations and external assessment processes are conducted in the best interests of pupils;
- All examinations and external assessment processes are conducted in line with national and examining body regulations;
- All those involved in all aspects of examinations and external assessment processes are familiar with their roles and responsibilities.
- Systems are in place to risk assess and contingency plan during examination periods (See Appendix 1)

2. Examination Responsibilities

Headteacher:

Overall responsibility for the School as an Examination Centre.

Examinations Officer:

- Manage the administration of public & internal exams.
- Maintain systems and processes to support the timely entry of pupils for their examinations.
- Submit pupils' coursework and controlled assessment marks
- Dispatch, track & store returned coursework & any other material required by the appropriate awarding bodies correctly and on schedule.
- Receive, check & store securely all exam papers and completed scripts.
- Administer access arrangements & make applications for special consideration using the Access arrangements & special considerations regulations & Guidance.
- Arrange for the dissemination of exam results, any appeals/re-mark requests and certificates to candidates in person or via mail.

Subject Leader:

- Organises teaching and learning relevant to published specifications so pupils can

access exams/assessment.

- Is responsible for selecting specifications and levels of entry appropriate to pupil abilities based upon pupil performance during the course of an exam specification study, and the professional judgement of subject teachers.
- Communicates accurate and full specification details to Examination Officer. Particular attention must be made to any changes of specification titles, component codes or unit number that occurs.
- Is responsible for accurate completion of coursework mark sheets & declaration sheets.
- Is responsible for accurate completion of entry and all other mark sheets and adherence to deadlines.

Lead Invigilators:

- Collection of examination papers and other material from the Examinations Office before the start of the examination.
- Oversee examinations in line with national and examination body regulations.
- Take an accurate register of all pupils sitting examinations.
- Collect all examination papers in the correct order at the end of the examination and ensure their return to the examinations office.

Pupils:

- Confirm accuracy and sign entries.
- Understand coursework and controlled assessment regulations and sign a declaration that authenticates the work as their own.
- Read, understand and comply with all examination regulations, following instructions from the Examinations team including the Examinations Manager, Invigilators and Access Arrangement providers.

3. Special Needs and Access Arrangements:

All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law see Appendix 2.

Access Arrangements:

Woodfield School is a special school and all pupils have an EHCP. Some pupils are entitled to special access arrangements. Making and submitting special arrangements for candidates to take exams is the responsibility of the Exams Officer.

4. Malpractice Procedures.

Definition

Malpractice is deemed to be those actions and practices which threaten the integrity of public examinations, assessment processes and/or damage the authority of those responsible for conducting them.

Statement

Woodfield School will not under any circumstances tolerate any learner cheating, or in trying by any means to gain an unfair advantage during any assessment process. This includes any form of plagiarism or copying of work that is not entirely their own.

Sanction

Any learner found participating in malpractice will be disqualified and their name removed from the assessment process. They will also be subject to disciplinary procedures.

Staff Complicity

Any staff member of Woodfield School who has been found to have encouraged or been complicit in any act of dishonesty or malpractice will be dealt with as having committed an act of gross misconduct and may therefore be subject to disciplinary proceedings.

5. Procedures for informing candidates of Awarding Bodies regulations.

During the course of the examination period, three notices are displayed in and immediately outside the examination area. It is the responsibility of the lead invigilator in the room to ensure the pupils understand the signs and their meaning.

Notice 1: Warning to candidates

This notice covers:

- Unfair and dishonest practice in the examination
- Impersonation
- Unauthorised material
- Communication
- Details of what would happen in the case of an infringement

Notice 2: Notice to candidates

This notice covers:

- Regulations – make sure you know the rules
- Information – make sure you attend
- Bring what you need
- Calculators, dictionaries & computer spellcheckers
- Examinations instructions
- Advice and assistance
- The end of the examination

Notice 3: Mobile phones prohibited

This notice warns candidates that possession of a mobile phone in the examination room will mean disqualification.

Verbal Announcements

Before the beginning of every exam, candidates are given verbal reinforcement of

the Awarding Body's regulations. In addition, candidates are given the opportunity to hand in mobile phones and electronic devices.

6. Appeals and Complaints.

Internal Appeals Procedure

Woodfield School is committed to ensuring that, whenever it's staff assesses pupils' work for external qualifications, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

Assessments should be conducted by staff who have the 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 staff, consistency should be assured by internal moderation and standardisation. If a pupil feels this may not have happened in relation to his/her work, he/she may make use of the Appeals procedure.

Appeals should be made within 5 days of the result being published.

7. Exam Registrations

WJEC, AQA, OCR - pupils will be entered electronically via exam boards secure systems.

8. Unique Learner Number (ULN) Procedure

In each new school year that a pupil enters Woodfield School, the Exams Office will access the MIAP website (<https://www.uklrs.miap.gov.uk/secure/>). Once logged in the exams office will register all new pupils with their name and date of birth and generate a ULN which will be recorded in SIMs.

Appendix 1 Risk Management Plan

Risks & Issues	Possible remedial action		Staff
	<u>Forward planning</u>	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Exams Officer / AHT
Too many controlled assessments close together across GCSE subjects	Limited GCSE exams taken. Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Exams Officer / AHT
Accommodation			
Insufficient space in classrooms for candidates	Small class sizes, coursework tasks can be taken in classrooms. Controlled tasks to be taken in the hall from September 2015 for all subjects.	Use more than one classroom if necessary. Hall timetable for controlled assessments.	Exams Officer / AHT
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities.	Small class sizes prevent issues arising.	Exams Officer / AHT
Access to Main Hall	Access from the main doors by <i>fishtank area</i> or outside doors leading out tarmac area.	Notices on all access points, staff informed in daily briefing and through email. Kitchen staff reminded on the day. Groups using teaching rooms re-timetabled.	Exams Officer / AHT

Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment Ensure IT technician on site & available.	Exams Officer/ IT Technician
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer/ IT Technician
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer/ IT Technician
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Identify possible absentees, liaise with parents/carers to ensure pupils attend where able.	Exams Officer/ Subject Lead
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Exams Officer/ Subject Lead
Supervision			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	All staff issued with JQC Instructions for conducting Coursework Tasks booklet & given electronic access.	Exams Officer/ Subject Lead

Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Exams Officer/subject Lead
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Exams Officer/Subject Lead/ Subject teacher
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Exams Officer/AHT
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Exams Officer/AHT
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer/AHT
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Exams Officer/ Subject Lead/ Subject teacher

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

Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Exams Officer
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Exams Officer Subject Leaders
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Exams Officer Subject Leaders
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Exams Officer Subject Leaders Headteacher
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Exams Officer

Appendix 2 - JCQ Instructions for Conducting Examinations

Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations

The following checklist, which is not an exhaustive one, has been produced as a good practice guide for centres.

A Training invigilators

- 1 Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues.
- 2 As part of the training process make sure that invigilators are aware of policies and procedures relating to emergency evacuation and medication, especially where they relate to candidates with a disability.
- 3 Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.

B Information for candidates

- 1 Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted.

C Seating arrangements

- 1 Make sure that there are chairs available outside the examination rooms to enable those with a disability or those candidates who experience extreme stress or anxiety, to sit and rest before they enter the examination.
- 2 Ensure that there is sufficient space between desks and chairs to enable a candidate (or an invigilator) who uses a wheelchair to enter and leave the room without difficulty.
- 3 If you know that a candidate may become unwell during the examination due to the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit any disruption to others within the examination room.
- 4 Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.

D Candidates requiring access arrangements

- 1 Where a candidate has been granted the use of an Oral Language Modifier, a reader or a scribe, ensure that those individuals who will be acting as an Oral Language Modifier, a reader or a scribe are introduced to the candidate prior to the examination(s) taking place. This is particularly important for those candidates with autism, who will find it difficult to relate to someone who is a stranger.
- 2 Where a candidate has been granted supervised rest breaks, try to ensure that the rest areas are suitably comfortable as well as maintaining the security of the examination. Supervised rest breaks will apply to those candidates who suffer from fatigue, hyperactivity, obsessive compulsive disorders or long term health conditions.

3 Where a candidate has been granted the use of a prompter, it is important that the person appointed to act as a prompter is aware of disability etiquette, particularly when touching the candidate's desk as a means of a prompt, or tapping the candidate's arm or shoulder. This will apply to those candidates with autism who may have difficulty with time.

4 For on-screen tests, ensure that hardware and software have been adapted for those candidates with a sensory or multi-sensory impairment.

E Emergency evacuation procedures

1 Invigilators and all other centre staff involved in conducting examinations must be aware of the emergency evacuation procedures in place for those candidates with a disability who may need assistance in leaving the building.

2 When evacuation and emergency procedures are being explained to candidates, attention should be given to those candidates with a disability, for whom such procedures may be different.