

## Examinations Policy

### Aim of the Academy

To provide an outstanding education for every child in the trust through high aspirations and through the principles of quality learning using curiosity, exploration and discovery.

### This policy includes:

The Langley Academy Appeals Process and EAR's  
The Langley Academy Risk Management Process for Examinations Policy  
The Langley Academy BTEC Policy

### This policy is linked to:

The Langley Academy Contingency Plan  
The Langley Academy GCE and GCSE Non-Examination Assessments Policy

### Purpose of the Policy

The Centre is committed to ensuring that the exam management and administration process is run effectively and efficiently. This exam policy will ensure that:

- All aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exam-related policies and procedures
- The workforce is well informed and supported
- All centre staff involved in the exam process clearly understand their roles and responsibilities
- All exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions thus maintaining the integrity and security of the exam/assessment system at all times.
- Exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff. The policy is available to all staff and candidates through the centre's website.

### Roles and responsibilities overview

#### Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including  
*General regulations for approved centres (GR)*  
*Instructions for conducting examinations (ICE)*  
*Access Arrangements and Reasonable Adjustments (AA)*  
*Suspected Malpractice in Examinations and Assessments (SMEA)*  
*Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)*

- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments
- Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR) by the end of October each year confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs and returns the head of centre's declaration which is then kept on file for inspection purposes
- The Head of Centre Declaration is held by the Exams Officer along with other relevant documentation for inspection by the JCQ
- Ensures the exams officer (EO) receives appropriate support from relevant centre staff and enables the EO to attend appropriate training and other events in order to facilitate the effective delivery of exams and assessments within the centre (as example, EO networking events and relevant events offered by awarding bodies, MIS providers and other external providers)
- Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENco)
- Ensures centre staff are supported and appropriately trained to undertake key tasks within the exam process
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Ensures that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates preparation for the examination, is not an invigilator during the timetabled written examination or on-line test
- Ensures confidentiality and security within the examination process is compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including
  - The location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
  - Appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
  - Access to the secure room and secure storage facility is restricted to the authorised 2-4 keyholders.
  - The relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
  - That arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Takes all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, are reported to the awarding body immediately
- Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the head of centre to act immediately in the event of an emergency or staff absence)
- Ensures the Exam Contingency Plan can be found within the staff shared area on the computer and a hard copy is held with other relevant documents by the Exams Officer
- Ensures required appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers.

- Ensures the Internal Appeals Procedure is held within the staff shared area and is available on the centre's website.
- Ensures the centre's disability policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements
- Ensures the Disability Policy can be found within the Staff Shared Area and is also available on the centre's website
- Ensures the complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers
- Ensures the Complaints and Appeals Procedure can be found within the staff shared area and is also available on the centre's website.
- Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements. This is made available on the staff shared area and also on the centre's website.
- Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations. The policy can be found on the staff shared area and also the centre's website.
- Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments. The Access Arrangement Policy is held on the staff shared area
- Ensures staff are only entered for qualifications through the centre as a last resort where the member of centre staff is unable to find another centre
- Ensures the relevant awarding bodies are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials.
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel

### **Exams Officer**

- Understands the contents of annually updated JCQ publications including:  
*General regulations for approved centres*  
*Instructions for conducting examinations*  
*Suspected malpractice in examinations and assessments*  
*Post-results service (PRS)*
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period

- Supports the Head of Centre in ensuring that awarding bodies are informed of any declaration/conflict of interest involving candidates and relevant members of centre staff before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials

### **Senior Leaders (SLT)**

- Are familiar with the contents, refer to and direct relevant centre staff to annually update JCQ publications including:  
*General regulations for approved centres*  
*Instructions for conducting examinations*  
*Access Arrangements and Reasonable Adjustments*  
*Suspected Malpractice in Examinations and Assessments*  
*Instructions for conducting non-examination assessments* (and the instructions for conducting coursework)

### **Special Educational Needs Co-ordinator (SENco)**

- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:  
*Access Arrangements and Reasonable Adjustments*
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as “access arrangements”)
- Alternatively, a qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor’s qualification

### **Head of Faculty (HOF)**

- Ensures teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENco
- Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensures teaching staff attend relevant awarding body training and update events

### **Teaching staff**

- Undertake key tasks, as detailed in this policy, within the exam process and meet internal deadlines set by the EO and SENco
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

### **Invigilators**

- Attend training, update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

### **Reception Staff**

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

### **Site Staff**

- Support the EO in relevant matters relating to exam rooms and resources

### **Candidates**

- Where applicable in this policy, the term “candidates” refers to candidates and/or their parents/carers

## **The Exam Cycle**

### **It is the responsibility of the Heads of Faculty to:**

- Annually check the current viability and any altered requirements of their courses.
- Organise teaching and learning relevant to the published specifications so students can access exams.
- To inform the Examinations Officer of any changes in examination boards or courses offered before the beginning of the academic year.
- Ensure that all staff delivering courses which are subject to change are clearly informed of the changes prior to planning course details.
- Ensure that adequate planning and development occurs to ensure the effective organisation of new/changed examination courses.
- If errors occur which may adversely affect student performance it is the responsibility of the Heads of Faculty to immediately inform the Examinations Officer and the Leadership Team. The academy will then contact the relevant examination board and argue the case for the students concerned in an open manner and without delay.
- Ensure accurate completion of coursework/controlled assessment mark sheets and declaration sheets.

### **The outline for examination entries is as follows:**

- Staff are issued with teaching group lists. These are marked to indicate possible entries and returned to the Examinations Officer, who checks for anomalies and queries.
- The Examination Officer submits entries to the examination boards and provides teaching staff with printed entry lists. These are checked and amended if necessary.
- Once entries have been finalised, students receive a printed timetable of their exams, which they check for accuracy. Any errors are corrected by the Examinations Officer. Students are issued with new timetables when the amendments have been made.

### **Entries**

- Marksheets are created in SIMs, Subject Teachers and Heads of Faculty can view and edit them.

## Example of a Marksheet

Candidate No	Year	Reg	AQ/AENGUS/Entry	AQ/AENGUS/Entry	AQ/AENGUS/Entry	AQ/AENGUS/Entry
7000	10	Darwin	Y		Y	Y
7003	10	Henley	Y		Y	Y
7011	10	Globe 1	Y		Y	Y
7021	10	Henley	Y		Y	Y
7024	10	Gaia 6	Y		Y	Y
7026	10	Gaia 1	Y		Y	Y
7028	10	Arbib 4	Y		Y	Y
7030	10	Grace 2	Y		Y	Y
7047	10	Grace 1	Y		Y	Y
7048	10	Darwin	Y		Y	Y
7057	10	Arbib 6	Y		Y	Y
7061	10	Arbib 1	Y	Y		Y
7064	10	Grace 2	Y		Y	Y
7065	10	Arbib 4	Y		Y	Y
7077	10	Gaia 4	Y		Y	Y
7082	10	Gaia 3	Y		Y	Y

- Where you wish to enter a student, enter Y in the box of the tier. Where necessary also enter students for coursework and the course code or for AS/A2 the cash in code.
- Once you have completed the marksheet select and tick the data entry is complete box in the right hand corner of the marksheet.
- To save the marksheet select the (tick) ✓ button above the group name.
- All marksheets and candidates will be entered by the due date set by the various examination boards. It is the responsibility of the Heads of Faculty to ensure that accurate entry information is received by the Examinations Officer before the deadlines stipulated by the examinations board.
- Withdrawals or alterations will be accepted by the Examinations Officer up to a set date. Any late withdrawals/alterations/entries except in exceptional circumstances will be charged to the department.
- If, once entered for an examination, a pupil fails to complete any component of the examination, or fails to present himself/herself for the examination, then the parents/guardian will be expected to pay the entry fee for the subject(s).
- If a candidate wishes to enter for a specific tier of the examination against the advice of their teacher or the Heads of Faculty then the candidate will be expected to pay the examination fee. If on results day the candidate is found to have been successful at this tier then the academy will refund the entry fee.

### For each student / examination group the following routines should be followed:

- Heads of Faculty are responsible for making every effort to ensure that coursework and other requirements for examination course are met by the students to the best of their abilities.

- The subject teacher should ensure that students understand the assessment requirements of the course including the examinations papers and the role of any coursework in the process.
- The subject teacher should ensure that students are aware of their level of entry for the subject and the particular examination papers that are appropriate.
- The subject teacher should ensure that students are aware of any deadlines for coursework and the importance of meeting these. Monitoring by teachers should provide early warnings concerning those who are falling behind with coursework. Where coursework deadlines are not met by students the subject teacher should inform the Heads of Faculty. It is an important departmental responsibility to ensure that parents/guardians are informed **as soon as possible** of a student's failure to meet an academic deadline.
- Heads of Faculty should monitor students to ensure that they are coping with coursework requirements. Action may be taken by the Heads of Faculty to modify the demands upon students who are finding the combined course requirements unexpectedly demanding.
- The subject teacher should provide feedback on coursework and details of omissions or possible amendments as soon as possible. Students should not be disadvantaged by being confronted with further, last minute coursework requirements. Examination board requirements regarding the assistance of students with coursework must be known and adhered to.
- Heads of Faculty and subject teachers should consult upon coursework deadlines in order to spread demands as far as possible at an early point.
- The academy is responsible for planning with students a balanced and individually challenging series of examination entries. This should not make unreasonable demands upon the students.
- In judging the suitable course loading for each student, a number of individual factors are considered, including the pressures of chosen GCSE courses. The number and nature of outcomes intended is considered.

### **SEN Provision for Examinations**

It is the responsibility of the SENCO to produce an 'Access Arrangements in Examinations' booklet, giving details of:

- Students requiring access arrangements
- Details of these arrangements, including staffing, to the leadership team and the Examinations Officer.

### **Equality Act**

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

### **Special Educational Needs**

A candidate's special needs requirements are determined by the SENCO. Through the annually published SEN register and regular updates as carried out as a normal procedure by the SENCO, the SENCO will inform subject teachers of candidates with special educational needs who are embarking on or following a course leading to an exam. It is the personal responsibility of all subject teachers and Heads of Faculty to check the SEN register to be informed of SEN students following their courses. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### **Access Arrangements**



Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Examinations Officer. Submitting completed access arrangements to the awarding bodies is the responsibility of the SENCO, who would inform the Examinations Officer upon successful completion of the task. Rooming for access arrangements will be arranged by the SENCO with the Examinations Officer. LSA support for access arrangement candidates will be organised by the SENCO.

### **Non-examination Assessments, Estimated and Forecast Grades**

The Heads of Faculty will submit internally assessed coursework grades and forecast grades to the Examinations Officer when requested. The Head of Faculty is responsible for ensuring departmental colleagues complete coursework, estimate and forecast grade forms accurately and punctually in the requested format – electronic or paper.

### **Procedure to verify the identity of all candidates**

The Langley Academy does not take Private Candidates for examinations unless they are known to the Academy as a prior student and verifiable through our SIMS system or if they are known to a member of staff, i.e. a family member. Verification of all students on the SIMS system is made when students are admitted to the School by the Admissions Officer. On exam days each student has a laminated card placed on their desk showing their photograph, candidate number, date of birth and if they are in receipt of any Access Arrangements. External students who are entered for exams at The Langley Academy via a staff member are required to supply a passport sized photograph and sight of a Birth Certificate or Passport as verification of their identity.

### **Managing Invigilators and Examination Days**

External invigilators will be used for examination supervision; they will be used for external examinations. The recruitment of invigilators is the responsibility of the Examinations Officer and the HR Manager. The Examinations Officer will assign a lead invigilator to each examination.

### **Examinations Conduct**

It is the responsibility of the Examinations Officer to inform students in writing of the overall code of conduct required in examinations. It is the responsibility of subject teachers to ensure students are aware of the requirements of the examination and the equipment/resources required. Students should be familiar with the format of the examinations via their subject teachers.

### **Clash Candidates**

The Examinations Officer will be responsible as necessary for identifying clashes on the examination timetable and resolving the clashes.

### **Special Consideration**

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the centre, the Examinations Officer, or the invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the examination. This can include a letter from the candidate's doctor. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the examination.

### **Examination Fees and Re-sit Fees**

- All students will have the opportunity to sit all examinations appropriate to their level of study
- All examination fees are to be paid for by the academy



- Where a re-sit examination entry has been agreed, the relevant exam fee will be charged to the student unless there are extenuating circumstances.
- Extenuating circumstances include financial hardship (supported by documentary evidence and agreed by the Student Services Manager), a missed first examination due to illness or accident (supported by documentary evidence) or other situations agreed with the Vice Principal.
- The academy reserves the right to seek the recovery of any examination fee it has paid where a student has failed to attend an examination for which they have been entered.
- Where an examination entry or re-sit fee is to be paid by a student, the fee must be paid into the Finance Office by the relevant due date. Failure to do so may lead to the student not being entered for the exam/s concerned.
- Details of any fees due will be sent in writing to the student and to their parents/carers.
- Examination fees paid will only be refunded to students where withdrawal from entry has occurred within the relevant awarding body timescales for withdrawal.

### **Revision and Coaching**

Heads of faculty liaise with subject teachers to provide students with revision and coaching sessions leading up to examinations. Students should be encouraged to use online revision tools. There are also subject specific

### **Examination Stationary**

Students are encouraged to have all the necessary stationary for the examinations; they are also advised prior to the examination of the items that are permitted in the examination room. Notices are displayed both inside and outside the examination rooms.

### **Seating arrangements for External Examinations**

- Students in Year 11, where possible will be sat at the same desk for each of their examinations. All Year 11 examinations will take place in the sports hall.
- Students with Access Arrangements will sit all their examinations in a suitable smaller room such as the Seminar Room.
- Students in Years 12 & 13 will sit all their examinations in the Sixth Form Centre.
- Examination tiers are identified on the seating plans using colour coding, see example on the next page

## Sports Hall Seating Plan

A1	Candidate 1000	B1	Candidate 1027	C1	Candidate 1028	C1	Candidate 1054	A1	Candidate 1055	A1	Candidate 1069
A2	Candidate 1001	B2	Candidate 1026	C2	Candidate 1029	C2	Candidate 1053	A2	Candidate 1056	A2	Candidate 1070
A3	Candidate 1002	B3	Candidate 1026	C3	Candidate 1030	C3	Candidate 1052	A3	Candidate 1057	A3	Candidate 1071
A4	Candidate 1003	B4	Candidate 1025	C4	Candidate 1031	C4	Candidate 1051	A4	Candidate 1058	A4	Candidate 1072
A5	Candidate 1004	B5	Candidate 1024	C5	Candidate 1032	C5	Candidate 1050	A5	Candidate 1059	A5	Candidate 1073
A6	Candidate 1005	B6	Candidate 1023	C6	Candidate 1033	C6	Candidate 1049	A6	Candidate 1060	A6	Candidate 1074
A7	Candidate 1006	B7	Candidate 1022	C7	Candidate 1034	C7	Candidate 1048	A7	Candidate 1061	A7	Candidate 1075
A8	Candidate 1007	B8	Candidate 1021	C8	Candidate 1035	C8	Candidate 1047	A8	Candidate 1062	A8	Candidate 1076
A9	Candidate 1008	B9	Candidate 1019	C9	Candidate 1036	C9	Candidate 1046	A9	Candidate 1063	A9	Candidate 1077
A10	Candidate 1009	B10	Candidate 1018	C10	Candidate 1036	C10	Candidate 1045	A10	Candidate 1064	A10	Candidate 1078
A11	Candidate 1010	B11	Candidate 1017	C11	Candidate 1037	C11	Candidate 1044	A11	Candidate 1065	A11	Candidate 1079
A12	Candidate 1011	B12	Candidate 1016	C12	Candidate 1038	C12	Candidate 1043	A12	Candidate 1066	A12	Candidate 1080
A13	Candidate 1012	B13	Candidate 1015	C13	Candidate 1039	C13	Candidate 1042	A13	Candidate 1067	A13	Candidate 1081
A14	Candidate 1013	B14	Candidate 1014	C14	Candidate 1040	C14	Candidate 1041	A14	Candidate 1068	A14	Candidate 1082
		Food Technology Foundation 1954F			Food Technology Higher 1954H			Graphics Foundation 1955F			Graphics Higher 1955H

## Results

Candidates will receive individual results slips on results days in person at the centre/by post to their home address. Arrangements for the academy to be open on results day are made by the Senior Leadership Team.

### **The Langley Academy Appeals Policy on Non-examined Assessments for External Qualifications**

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, The Langley Academy is committed to ensuring that:

- Internal assessments are conducted by staffs that have the appropriate knowledge, understanding and skills.
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- The consistency of the internal assessment is secured through internal standardisation as necessary.
- The staff responsible for internal standardisation attend any compulsory training sessions.
- If a student feels that this may not have happened in relation to her/his work, she/he may make use of the appeals procedure.

### **Written Appeals Procedure**

- The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgment themselves, you cannot appeal against the mark or grade only the procedures used.
- The parent or guardian must make the appeal in writing to the School's Examinations Officer: appeals should normally be made by 30<sup>th</sup> April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.
- The enquiry into the internal process will normally be led by the Examinations Officer and the Director of Curriculum & Learning, provided that neither has played any part in the original internal assessment process.
- The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant.
- The enquiry will consider whether the procedures used for assessment conformed to the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed in writing of the outcome of the appeal, including:

- Relevant communications with the Awarding Body.
- Any steps taken to further protect the interest of the candidates.

If the appellant is unhappy about the response in writing he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Principal and another member of the Senior Leadership Team.

**Note:** Awarding bodies specify detailed criteria for internal assessment. Also, the awarding body moderates the assessment so the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered.

## Enquiries about Results (Clerical checks and Re-marks)

After the release of examination results, a candidate has the right to apply to the awarding body, through the centre, for a review of their result if they consider the grade to be too low. This can take the form of a clerical check or a full re-mark of an examination paper or papers. This review is termed a Review of Results (ROR) and is applied for by the centre on behalf of the candidate. Candidates should be aware that this process **may** result in a lowering of the grade awarded. This procedure has a short deadline for priority GCE RORs, the last working day in August and mid-September for non-priority GCE and GCSEs and therefore any requests must be carried out quickly within the strict deadlines outlined below.

The Langley Academy advises any candidate who has concerns about a grade awarded for a subject to talk their concern through with the Examinations Officer as soon as possible. Following this discussion the centre will immediately apply for a review if this is considered appropriate and **would expect to support the candidate in most cases**. If however the centre does not consider a review appropriate, the candidate will be informed of this decision within three working days. If the candidate still wishes to proceed with a request for a review, the following procedure will apply:

- The candidate should appeal against the decision within two days.
- The centre will then arrange a meeting within three days with the candidate and their parent / carer, the subject teacher concerned, the Examinations Officer and the Principal or his representative from the Leadership Team.
- The candidate and their parent / carer will be able to present their reasons for asking for the review at this meeting.
- Where a HOF wishes to request a remark or access to scripts they must request in writing to the Academy Director for Examinations. He will then decide if the requests are to be submitted.
- Once approved the HOF arranges a meeting with individual students to gain their consent to request a remark. Students complete JCO's Candidate Consent Form. In doing so they give their consent to the head of examination centre to make an enquiry about the result of the examination(s). In giving consent they understand that the final subject grade awarded following an enquiry about the result and any subsequent appeal may be lower than, higher than, or the same as the grade which was originally awarded.
- The Principal or his representative will make a final decision on whether the appeal should go ahead, and will inform the candidate and their parent / carer verbally, then in writing, of the decision. If the final decision is to proceed with the request for a review, the Examinations Officer will carry this out to meet the appropriate deadline.

Where Fees agreed for ROR's will be taken from the examinations budget.

- The Examinations Officer raises a Purchase Order
- The Examinations Officer submits ROR to awarding body
- The Awarding body informs the Examinations Officer of the outcome of the ROR. The Examinations Officer informs HOF and Academy Director for Assessment. Where amendments to grades have been made HOF informs the student and the Examinations Officer informs the Data Manager to update SIMs.

## Reviews of Marking – Centre assessed marks (GCE and GCSE non-examination assessments)

The Langley Academy is committed to ensuring that whenever its staff mark candidates' work that it is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The Langley Academy is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

- The Langley Academy will ensure that candidates are informed of their centre assessed marks so that they may request a review of centre's marking before marks are submitted to the awarding body.
- The Langley Academy will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- The Langley Academy will, having received a request for copies of materials, promptly make them available to the candidate.
- The Langley Academy will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- Requests for reviews of marking **must** be made in writing.
- The Langley Academy will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- The Langley Academy will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- The Langley Academy will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- The candidate will be informed in writing of the outcome of the review of the centre's marking.
- The outcome of the review of the centre's marking will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of The Langley Academy and is not covered by this procedure.

## **BTEC**

### **Introduction**

The following Policy covers the aims and responsibilities of The Langley Academy as a registered 'centre' for BTEC provision of study from Entry Level to Level 3, in a range of subjects offered across the curriculum from KS3 to KS5. The BTEC Quality Nominee is responsible for ensuring that the activities described below are monitored and implemented in accordance with the aims and objectives of this policy.

### **Registration & Certification**

- To register individual learners to the correct programme within agreed timescales.
- Registration will be made via SIMs and follow the same procedure as GCSE and GCE entries.
- Registrations are submitted to Edexcel via EDI
- 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.
- 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 the certificates received from the awarding body to ensure accuracy and completeness and keep all records safely and securely for three years post certification.

### **Assessment**

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is open, fair and free from bias and to national standards.
- To ensure that there is accurate and detailed recording of assessment decisions.
- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling (NSS) as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.

### **Internal Verification**

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors and programme activity and that the IV procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of IV decisions.
- Ensure that all centre assessment instruments are verified as fit for purpose.
- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and external verification requirements.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current IV procedures and promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

### **Malpractice**

- 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.

### **Appeals**

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To protect the interests of all learners and the integrity of the qualification.
- Inform the learner at induction, of the Appeals Policy and procedure.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Record, track and validate any appeal and keep records for inspection by the awarding body for a minimum of 18 months.
- Monitor appeals to inform quality improvement.



## Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	Leadership
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	Leadership
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HOF & Facilities
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOF
<b>Downloading awarding body set tasks</b>			
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	HOF & ICT Technicians
Teaching staff unable to access task details when conducting online assessments	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites.	HOF and Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks continued</b>			
Validity of Assessment	Check task validity date	Make sure task is valid for the year of entry	HOF
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HOF & Exams Officer
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Ensure candidates are aware of the consequences of absence.	Plan alternative session(s) for candidates. Apply for special consideration if required.	HOF
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	HOF & Exams Officer
<b>Control levels for task taking</b>			
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	HOF and relevant Teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Supervision</b>			
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision	Seek support from Head of Faculty	HOF and Teachers
Suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification.	Supervisor on 'stand-by' called in.	HOF and Teachers
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification).	Seek guidance from the awarding body	HOF
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOF
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOF

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Security of materials continued</b>			
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HOF
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HOF, Facilities & Exams Officer
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOF and Teachers
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HOF

Example risks and issues	Possible remedial action		Staff
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOF and Teachers
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the signature requirement	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOF and Teachers
	<b>Forward planning</b>	<b>Action</b>	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOF
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOF

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**Author: Nim Hegarty**

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## **The Langley Academy Statement for Reasonable Adjustments to Aid Students with Disabilities.**

### **This is linked to the Langley Academy Examinations Policy and The Equality Policy**

The Langley Academy Statement for Reasonable Adjustments to Aid Students with Disabilities has been compiled to support the needs of students within examinations.

### **Reasonable Adjustments**

The academy shall endeavour to make reasonable adjustments to accommodate and aid a prospective or existing students.

Such adjustments may include (but not limited to):

- installing low gradient ramps for easy access on the ground floor
- allocating a classroom on the ground floor
- Specialist seating or any other relevant classroom resources or equipment

In defining what is reasonable, the academy shall take into account:

- the cost and feasibility of making specific alterations to the academy's premises
- Implications on financial resources and the likelihood of any external funding being available to offset this
- Staffing requirements
- Health and Safety considerations
- the interests of students

### **Disability Discrimination Act**

All exam centre staff must ensure that the centre meets 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 requirements of the DDA by implementing these procedures:

- Ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues. 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. Ensure that invigilators are aware of alternative means of communication, especially in the exam room when conveying information to disabled candidates.
- Ensure that information supplied to candidates with a disability, such as JCQ Information for candidates, are suitably sized and adapted. Make sure that there is seating available outside the examination rooms to enable those with a disability or those candidates who may simply be experiencing extreme stress or anxiety, to sit and rest before they enter the examination.
- 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. 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.
- Ensure that the seating is both appropriate and comfortable for those who may have a disability which affects sitting and posture.
- 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.
- 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. 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.
- 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.
- Ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Principal of Academy and Exams officer.

#### Access Arrangements

- A candidate's access arrangements requirement is determined by the academy's designated Specialist Teacher (SENCo) and this is due to a learning difficulty or other special educational need. The SENCo will complete the necessary assessments and paperwork to be used as evidence for the application. Making access arrangement applications for candidates to take exams is the responsibility of the SENCo in consultation with the Exams officer. The SENCo will ensure that staff are advised which students have approved exam access arrangements.
- Rooming for access arrangement candidates will be arranged by the exams officer in consultation with the SENCo.
- Invigilation and support for access arrangement candidates will be organised by the exams officer. Where exams/controlled assessments take place within timetabled lessons, HOF's are responsible for ensuring that exam access arrangements are put in place in liaison with the exams officer and SENCo.



## Emergency evacuation procedure for examinations

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.