

GCSE EXAMINATIONS POLICY

1. The aim of this policy is to ensure that all pupils are entered for the appropriate number of exams at the appropriate level of entry. Pupils should NOT be taken out of school for holidays during Year 10 or Year 11 as components of their GCSE subjects are externally assessed throughout these 2 years.
2. The policy sets out the criteria which will be used to decide:
 - a) whether a pupil will be entered for a particular examination;
 - b) whether a pupil will be withdrawn from one or more exams;
 - c) when the parent(s)/carer of a pupil will be asked to pay a sum of money as a deposit against non-attendance at examinations
3. To be entered for public examinations at 15+ a pupil should, in most circumstances, have:
 - a) 85% attendance over the three years of the Key Stage 4 course;
 - b) attended Year 9, Year 10 exams and Year 11 mock exams;
 - c) submitted their controlled assessments where applicable, by the date required (an exam board regulation)
4. The criteria in (3) above may be waived on medical grounds or in the light of other extenuating circumstances. If any part of a GCSE exam is missed due to illness, a medical certificate should be supplied within 48 hours. If pupils cannot attend an exam through illness, pupils must let the school know immediately.
5. Some pupils will be given a restricted entry for examinations. Such a restricted entry will be based on the recommendations of their subject teachers regarding exam entries. Their final programme will be decided upon by the Deputy Headteacher (Achievement and Curriculum) in conjunction with other relevant parties (eg; the pupil, parents/carers, the Year Learning Co-Ordinator for Year 11, the Pastoral Deputy Headteacher and subject staff/Curriculum Leaders). The final programme of each pupil will be based on those subjects where they are likely to have the greatest chance of success and which will maximise the opportunities open to them for post 16. However, all pupils who are capable of achieving a grade will be entered.
6. A pupil may be withdrawn from an examination where after entry:
 - a) their attendance falls to an unacceptably low level;
 - b) there is clear evidence that they cannot cope with the burden imposed by their exam entry programme;
 - c) they have failed to submit their coursework by the required date;
 - d) they fail to attend for oral/practical parts of their GCSE exam.
7. The parent/carer(s) of a pupil will be asked to pay a deposit towards the cost of an examination where in the judgement of the Headteacher, as advised by the Deputy Headteacher (Achievement and Curriculum) that there is a strong possibility that the candidate may fail to attend for one or more exams without good reason. The deposit concerned will be returned to the parent/carer(s) during September following the examinations, if the pupil attends all the examinations concerned.

Ratified by the full governing body on 22 November 2022

Key Stage 4 Internal Exam Procedure

1. Year 9 examinations will take place in an allocated period, as published in the calendar. These examinations are to take place in lessons and can test either content or GCSE skills. Results will be entered (either via the Aim Higher Report or SIMs grade entry as published) and sent home.
2. In Years 10 and 11 internal examinations mimic GCSEs by taking place over a set period of time in either the main exam venue (Sports Hall).
3. An initial electronic proforma will be issued to Curriculum Leaders to indicate if an exam is required, the number of pupils, length of paper and if tiered.
4. Subject lists will be available on Sims along with a proforma to indicate subject specific requirements and pupil tier of entry if applicable. These should be completed in Sims for the exams officer to check along with a copy of the exam paper. Year 10 and 11 exams should be similar to the actual GCSE format, including the pupil instructions on the front and have correct exam length.
5. Subject lists should be checked carefully. A date will be set for submission of papers to the AV room for duplication.
6. Pupils will be seated in candidate number order, and for tiered papers in numerical order within the tier. Papers will be collected in numerical order, unless the Curriculum Leader requests any alternative arrangements. Pupils are expected to be at the exam venue at 8.45am and 1.15 pm.
7. The Year Learning Co-ordinator and tutors should be present in the exam venue for 8.45am or 1.00pm to supervise pupils as they take their seats and the start of the exam and to take the absence register. External invigilators will supervise exams under the Exams Officer guidance.
8. No sweets, tissues, tippex, bags, coats etc may be taken into the exam room. Exam equipment must be in a clear plastic bag. Pupils can bring in a clear bottle of water with no labels/label removed (ideally reusable).
9. **Mobile phones/smart watches, watches or any other wearable technologies/ electronic devices are not allowed** anywhere near the exam room. Pupils will be disqualified if caught with one, even if it is on silent or turned off.

All pupils receive a copy of the JCQ Exam Board Regulations for pupils called 'Information for candidates'.

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Swakeleys School Examinations and mobile devices

1. The letter that goes home to Year 10 and Year 11 pupils prior to exams emphasises that mobile phones/smart watches, watches, wearable technology/electronic devices must not be brought into the exam venue.
2. On the day of any exams (both mocks and the actual exams in the summer) SC or Year Learning Co-ordinator will be present outside the Exam Hall. Pupils will be reminded that they must not take mobile phones/ smart watches, watches, wearable technology/electronic devices into the exam venue.
3. Any pupil with a mobile phone/ smart watches, watches, wearable technology/electronic devices on or near their exam desk will be reported to the Examination Board and their paper cancelled.

Year 10/11 Staff procedure for mobile devices in exam rooms

1. If a mobile phone goes off, remove it immediately from the exam.
2. Take it to the School Office, with the name of the pupil and inform the Exams Officer immediately. Collection is in line with our school mobile phone policy.
3. Office staff will direct any parental difficulties to a member of the Leadership team or Year Learning Co-ordinator/Exam Officer depending on availability.
4. Pupils should be told they are **NOT** to visit the School Office after their exam has finished requesting their phone be returned. They should see Year Learning Co-ordinator /Exam Officer/the Leadership Group with any queries.

The Examination Process for Staff

1	Pupils who are non-attendees and/or those who have missed Year 10 exams will be identified by the YLC 10 a letter sent home reinforcing exam policy.	June Year 10
2	Initial entries made via mock exam lists. A pupil may be non-exam if: a) attendance falls below 85% over the last 2 years of Key Stage 4 – unless there are extenuating circumstances b) they have not attended Year 10 + 11 mock exams c) they have failed to submit controlled conditions or do an oral combined with a, b, or d. d) they are likely to get a U grade. See number 3 of exam policy	October Year 11
3	Examinations Officer will enter all pupils unless directed otherwise by the Deputy Headteacher (Achievement & Curriculum).	January Year 11
4	Subject Teachers in consultation with their Curriculum Leader should deal with general parental/pupil enquiries about level of entry.	January Year 11
5	Deputy Headteacher (Achievement & Curriculum) requests potential non-entry candidates from Curriculum Leaders. Withdrawal can only take place when the disapplication has been approved.	January Year 11

Plagiarism/malpractice

The Joint Council defines plagiarism/malpractice as: *“The failure to acknowledge sources properly and/or the submission of another person’s work as if it were the candidate’s own.”*

We will make every effort to prevent plagiarism/malpractice by following these steps as set out by JCQ:

- a) ensure that each candidate understands what plagiarism/malpractice is; particularly the meaning of plagiarism and malpractice and what penalties may be applied;
- b) reinforce to a candidate the significance of their signature on the form which states they have understood and followed the coursework and portfolio requirements for the subject;
- c) make clear what is not acceptable in respect of plagiarism and the use of sources, including the use of websites. It is unacceptable to simply state internet, just as it would be unacceptable to state library rather than the title of the book, name of the author, the chapter and page reference. It is similarly unacceptable to list search engines such as google etc; candidates must provide details of any web pages from which they are quoting or paraphrasing.
- d) teach the conventions of using footnotes and bibliographies to acknowledge sources. there is no one standard way of acknowledging sources but the use of inverted commas, indented quotations, acknowledgement of the author, line/page number, title of source, indicate that the candidate is using a source. Teachers and pupils should be aware that when acknowledging sources clarity ensures that there is no suspicion of plagiarism;
- e) teach the use of quotation marks when sources are quoted directly
- f) give time for sufficient work to be done in class under direct supervision to allow the teacher to authenticate each candidate’s whole work with confidence;
- g) examine intermediate stages in the production of work in order to ensure that the work is underway in a planned and timely manner;
- h) introduce classroom activities that use the level of knowledge/understanding achieved during the coursework thereby making the teacher confident that the student understands the material;
- i) explain the importance of the candidate producing work which is their own and stress to them and to their parents/carers the penalties of malpractice;
- j) take care to ensure that work undertaken in previous years’ examinations by other pupils is not submitted as their own by candidates for the current examination. The safe keeping of such earlier work is of great importance, and its issue to candidates for reference purposes should be carefully monitored;
- k) will not accept, without further investigation, work which a teacher suspects is not the candidate’s own work;

Dealing with Plagiarism or Malpractice

As a school we will investigate any suspected incidents of plagiarism or malpractice. The School Behaviour Policy will be used to determine the level of sanction required based on the evidence and the severity of the plagiarism. In extreme cases it is possible that an incident of plagiarism could lead to a permanent exclusion and/or disqualification from the exam.

The Post Results Appeals Process

ALL the following is for 'non-Covid' years and up to date at time of writing – JCQ plan to release update in the next academic year. Our guidance for appeals is on our website each year.

Internal and External policy on EAR outcomes

1. If a candidate is dissatisfied with examination results and has reasons to suspect they may not be accurate, the first step to take is to make an enquiry about results. Full details of enquiries about results services are given in the JCQ publication Post-Results Services – Information and guidance to centres - http://www.jcq.org.uk/exams_office/postresult_services/.
2. If doubts remain about the accuracy of the results, following the enquiry about results process, the Head of Centre or candidate should refer initially to the regulator's Code of Practice and the JCQ publication Post Results Services – Information and guidance to centres. If after consulting these documents, the centre or private candidate is convinced that the awarding body has not followed due procedures, it is possible to submit an appeal in line with the procedures set out here.
3. If an appeal is accepted, an investigation into the candidates' or centre's results, & the awarding body's procedures will follow. An appeal investigation does not generally involve a further review of candidates' work. **If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal.**

Who can appeal?

The head of centre can appeal against the outcome of a clerical re-check, a review of marking or a review of moderation. When providing their consent to a clerical re-check or review of marking, a candidate also confirms that they understand that the outcome of any subsequent appeal might be that their final subject grade and/or mark may be lower than, higher than, or stay the same as the originally awarded result. Internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre via the examination officer, where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

How to appeal

The candidate should submit in writing the nature of their appeal along with all the relevant information including candidate number, unit number and subject title etc to the Exams Officer in the first instance who will then meet with the Head of Centre. In most cases the candidate will be asked to pay for this process. The candidate should submit a written request for a Stage 1 Appeal to the relevant awarding body. **Appeals must be made within two calendar weeks of receiving the outcome of the enquiry about results.** This time scale is determined by the regulators and does not make allowance for the time the centre may be closed for holidays.

The Head of Centre submitting the appeal **must** set out as clearly as possible the nature of the concern. The Code of Practice issued by the regulators (Ofqual) states that appeals should focus on whether an awarding body has:

- used procedures that were consistent with the Code of Practice
- applied its procedures properly and fairly in arriving at judgements

When an application for an appeal is received, an awarding body will have various mechanisms for deciding whether it will be accepted or not. An awarding body may refer the application to a committee or sub-committee. Alternatively, a senior officer in an awarding body may make the decision.

The decision whether or not to accept the appeal is based on:

- the grounds for the appeal put forward by the centre
- whether an enquiry about results has been completed;
- the timescale of the application.

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If an appeal is not accepted, the reason(s) for this will be given.

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Stage 2 Appeals

If the Head of Centre or private candidate remains dissatisfied with the outcome of the Stage 1 Appeal, a written request (using the form, JCQ/APP 1) for a Stage 2 Appeal should be sent to the relevant awarding body. **(Contact details are provided in Appendix A, page 18.)**

A request for a Stage 2 Appeal must be made within two calendar weeks of receipt of the Stage 1 Appeal outcome letter. This time scale is determined by the regulators and does not make allowance for the time the centre may be closed for holidays.

The Stage 2 Appeals process is designed to ensure that the Head of Centre or private candidate has a formal opportunity to present their case to an impartial body appointed in accordance with the Code of Practice. The Head of Centre may wish to delegate this to a member of the centre's staff.

For a Stage 2 Appeals hearing, an awarding body typically convenes a panel of three or four people. They will be drawn from a larger pool of individuals who are not directly employed by the awarding body and who have been trained in the task of deciding appeals. At least one of the panel members will be an 'independent member' as defined by the Code of Practice. (Independent members are individuals who have had no other responsibilities with that awarding body for at least the previous five years.)

If the candidate (or his/her parent/carer) believes there are grounds to appeal against the centre's decision not to support a review an internal appeal can be submitted. This should be done to the centre by completing the **internal appeals form** prior to the exam board deadline for submitting a request for a review.

The appellant will be informed of the outcome of his/her appeal before the exam board deadline for submitting a **Review of Results** hereby known as **RoR**.

Following the RoR outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications *Post-Results Services* and *JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)* will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the *JCQ Appeals Booklet*. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form – Appendix 7** should be completed and submitted to the centre within 7 calendar days of the notification of the outcome of the RoR. Subject to the Head of Centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the exams officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

The Post Results Appeals Process

Post-Examination Services

Please read this leaflet carefully, taking particular note of the DEADLINES and FEES; late applications will not be accepted.

Enquiries about Results (EAR)

Service 1: Clerical Re-check

A re-check of all clerical procedures, with access to scripts. This service does not re-mark a script, but simply checks all aspects of administration relating to the script (adding up of marks etc).

PRIORITY Service 2 Re-mark (GCE A Level only)

Marks may go up, down or stay the same.

This is an urgent application for a re-mark that will be looked at immediately.

This service may only be used if your place at University depends on the result in question.

Service 2: Re-mark

A script may be re-marked, with access to scripts.

Access to Scripts (ATS)

PRIORITY Service: Requesting PHOTOCOPIED SCRIPTS (GCE A Level only)

This PRIORITY service is faster but more expensive. It should only be used to decide whether or not it is worth applying for a re-mark.

Requesting ORIGINAL SCRIPTS

This service should not be used if you are undecided whether or not to apply for a re-mark.

Applying for Re-sits

Re-Sits

You can apply to re-sit individual units in the next available exam series, in order to improve your unit marks. **Fees: All modular/unitised subjects. To be advised.**

FURTHER DETAILS REGARDING DEADLINES FOR RE-SIT APPLICATIONS WILL BE GIVEN ON REQUEST VIA EMAIL FROM THE START OF THE AUTUMN TERM.

All forms MUST be signed by the CLS/subject teacher, otherwise they will not be accepted.

NO LATE RE-SIT ENTRIES WILL BE MADE AFTER THE DEADLINE

PLEASE NOTE: Post-Results Services Request & Candidate Consent Form MUST be completed for all EAR and ATS requests and payment made before applications will be processed. This form is available on the website.

Post-results services: request, consent and payment form

Summer 2022

To request a Review of Results (**RoR**) service and/or an Access to Scripts (**ATS**) service, complete the required information in the white boxes and sign and date the form to confirm the required consent. A summary of the services available are referenced below.

Deadlines to request by service reference number (**SRN**):

R2P R2Pa (GCE A-level qualifications only) by **25 August 2022** **R1 R1a R2 R2a R3** by **29 September 2022**
A1 by (GCE) **1 September 2022** (GCSE) **8 September 2022** **A2** by **29 September 2022**

Candidate number	Candidate name	Candidate email		
Awarding Body	Qualification level and Subject title		Paper code	SRN
				Fee
				£
				£

RoR Candidate consent

By signing here, I give my consent to the head of my school or college to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and/or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.

Signature: Date:

ATS Candidate consent

By signing here, I consent to my scripts being accessed by my centre (Tick ONE of the boxes below)

- If any of my scripts are used in the classroom, I do not wish anyone to know they are mine. My name and candidate number must be removed.
- If any of my scripts are used in the classroom, I have no objection to other people knowing they are mine.

Signature: Date:

Consent statements above and details of the RoR services below taken from JCQ's Post-Results Services (section 4, appendices A and B)

SRN	Post-results service	Details of the service
<u>R1</u>	RoR Service 1 (Clerical re-check)	This is a re-check of all clerical procedures leading to the issue of a result... This service will include the following checks: <ul style="list-style-type: none"> • that all parts of the script have been marked • the totalling of marks • the recording of marks
<u>R1a</u>	RoR Service 1 with an ATS copy of re-checked script	
<u>R2</u>	RoR Service 2 (Review of marking)	This is a post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly... Reviewers will not re-mark the script. They will only act to correct any errors identified in the original marking... This service will include: <ul style="list-style-type: none"> • the clerical re-checks detailed in Service 1 • a review of marking as described above
<u>R2a</u>	RoR Service 2 with an ATS copy of reviewed script	
<u>R2P</u>	RoR Priority Service 2 (Review of marking)	
<u>R2Pa</u>	RoR Priority Service 2 with an ATS copy of reviewed script	This is the same as Service 2 above but the review is conducted as a priority by the awarding body. This service is only available for GCE A-level qualifications
<u>R3</u>	RoR Service 3 (Review of moderation)	This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. It is not a re-moderation of candidates' work... This service is not available to individual candidates
<u>A1</u>	ATS Copy of script to support review of marking	This is a priority service that ensures copies of scripts are returned in sufficient time to allow decisions to be made whether a non-priority review of marking should be applied for
<u>A2</u>	ATS Copy of script to support teaching and learning	This is a non-priority service to request copies of scripts to support teaching and learning

FOR EXAMS OFFICE USE ONLY

Total fee(s) received	£	Service(s) applied for	Date	Outcome(s) received	Date(s)	Candidate notified	Date(s)	Outcome(s) complete	Date(s)

Controlled Assessment Risk Management Procedures

Risks And Issues	Possible remedial action		Staff
	Forward Planning	Action	
Timetabling			
Controlled Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects	Plan dates in consultation with school calendar – negotiate with other parties	CLs
Too many assessments close together across subjects	Plan assessments, if possible, so they are spaced over the duration of the course	Space assessment to at least allow candidates some time between assessments	CLs Teachers
Accommodation			
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. Move pupils to a suitable room	Teachers CLs KVR/SC
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		CLs KVR/SC
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	CL RR
Teaching staff unable to access task details	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 ahead of time	CLs RR SC
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	RR/SC Teachers
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)		Plan alternative session(s) for candidates	Teacher/ CLs
Candidates have a scheduling clash for exams or assessment	Always consider candidates 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.	CLs
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision, collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body. Share guidance with all staff involved.	CLs/SC
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Teachers
Teaching staff do not understand their role in the supervision of controlled assessment	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		CLs

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Risks And Issues	Possible remedial action		Staff
	Forward Planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	CLs
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	CLs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	CLs
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	CLs
Deadlines			
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	Teacher
Deadlines for marking and/or paperwork not met by teaching staff/assessors	Give staff clear deadlines (prior to awarding body ones) to complete marking/ paperwork so exams office can process and send off marks ahead deadlines	Seek guidance from awarding body	SC
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication form to sign and attach to work when it is completed before handing in	Find candidates and ensure form is signed	Teacher
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Teacher
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	CLs
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	CLs

Appendix 4

Examination Contingency Plan

This section should be used in conjunction with our plan for severe weather conditions.

1. Disruption of teaching time – Centre is closed for an extended period

Centre is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

- Where there is disruption to teaching time and pupils miss teaching and learning it remains the responsibility of the Centre to prepare pupils, as usual, for examinations
- The Centre has plans in place to facilitate alternative methods of learning such as our online learning platforms (eg: Fronter, Doodle etc.)

2. Disruption in the distribution of examination papers

If disruption to the distribution of examination papers to the Centre in advance of examinations occurs:

- Awarding organisations to provide the Centre with electronic access to examination papers via a secure external network
- Awarding organisations to source alternative couriers for delivery of hardcopies

3. Candidates unable to take examinations because of a crisis – Centre remains open

If candidates are unable to attend examination Centre to take examinations as normal.

- Centre to liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant Awarding organisations
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series
- Centre to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have a medical certificate

4. Centre is unable to open as normal during the examination period

Centre unable to open as normal for scheduled examinations

- We would inform each Awarding Organisation with details of which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for a Centre to open lies with the Head of Centre. The Head of Centre is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether we are able to open
- Centre to open for examinations and examination candidates only, if possible
- Centre to use alternative venues in agreement with relevant Awarding organisations. We will work with our neighbouring school Oak Wood which is on the same site.
- Centre may offer candidates an opportunity to sit any examinations missed at the next available series
- Centre to apply to Awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3 above)

5. Disruption to the transportation of completed examination papers

Delay in normal arrangements for the return of completed examination scripts:

- In the first instance Centre to seek advice from Awarding organisations
- Centre to ensure secure storage of completed examination papers until collection

6. Assessment evidence is not available to be marked

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked:

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the Awarding organisations
- Candidates to retake affected assessment at subsequent assessment window

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7. Exams Officer is unable to fulfil role

Exams Officer is unable to come to work due to illness, injury or other crisis.

- The Deputy Headteacher (Achievement and Curriculum) is able to fulfil the duties of the Exam's Officer with the assistance of other members of the leadership team and administration team. The Deputy Headteacher will do this in conjunction with JCQ guidance 'Instruction for conducting examinations' (ICE)

Appendix 5

Disability Plan for Examinations

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

This should be read in conjunction with Swakeleys School for Girls SEND policy (G:\School\handbook\POLICIES) and forms an integral part in the creation of an inclusive learning environment whereby every individual student can fulfil their potential.

DDA

The Disability Discrimination Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Special Educational Needs and Disabilities

A candidate's special needs requirements are determined by the Head of Inclusion. The Head of Inclusion will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination of any special arrangements that individual candidates are granted during the course and in the exam.

Exam Access Arrangements

Exam access arrangements (EAA) are a provision or type of support given to a student in an external national examination where a particular need has been identified by an assessment. These ensure that the student has appropriate access to the exam where they would be at a substantial disadvantage in comparison to someone who is not disabled. They allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the exam. Assessments must demonstrate the evidence of need through both quantitative and qualitative measures. The pupil must meet the 'Joint Council for Qualifications' (JCQ) criteria for access arrangements set out in the JCQ 'Adjustments for candidates with disabilities and learning difficulties' booklet for the appropriate year. In putting EAA in place, the school is required to comply with the Equality Act 2010 and JCQ regulations. The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

EAA for examinations and Controlled Assessments will be planned and implemented where there is sufficient evidence that learners have a learning difficulty or disability.

Assessment and Application for EAA

Making special arrangements for candidates to take exams is the responsibility of the Head of Inclusion and the examinations officer. The Head of Inclusion will assess and identify pupils who may be eligible for EAA in accordance with the SEND policy of Swakeleys School for Girls. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Head of Inclusion and the examinations officer. Rooming for access arrangement candidates will be arranged by the examinations officer with the assistance from the Inclusion Department.

Invigilation and support for access arrangement candidates will be organised by the examinations officer and the relevant training will be provided.

Appendix 6: Review of Marking Appeals Procedure

Swakeleys School for Girls is committed to ensuring that whenever staff mark candidates' work, 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. Swakeleys School for Girls 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. Subject teachers and Curriculum Leaders will be able to offer candidates any materials (specifications, mark schemes, guidance documents) to assist them in deciding to request a review of the centre's marking of the assessment.

Reviews and appeals (Internally assessed work)

A candidate has a right to review the marking of centre assessed work; GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments in line with JCQ guidance.

Candidates should be notified of raw marks **in advance** of these being submitted to the awarding board. Grades will never be given. Departments must build in time for reviews to be submitted and carried out before marks have to be submitted to the appropriate awarding body.

The centre must allow candidates to view marked work and be given access to materials such as the specification and any other subject specific documents to aid their understanding of the marking process. Candidates cannot take their work out of the centre.

If after consulting the relevant documents, a candidate or parent feel there are significant issues with the marking, an application for review can be made by completing the form (Appendix 6a) Application for Review. This must be first fully completed including clear reasons for the review, and must be signed by relevant centre staff including the Head of Centre (Headteacher), Deputy Headteacher Curriculum and the relevant Curriculum Leader. It should then be handed to the Examinations Officer.

Applications for review must contain **specific and valid reasons** why the marks are being contested and should aim to highlight specific assessment objectives or marking criteria. Applications without valid reasoning cannot be reviewed. Having received an application for review, the Curriculum Leader should inform the subject teacher.

It will be the decision of the Curriculum Leader on who is best placed to carry out the review. Where possible the person carrying out the review will be someone who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. In some instances, the reviewer will be the original marker as they may be the only member of staff familiar with the specification and marking criteria. Sufficient time must be made 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 candidate will be informed in writing using the appropriate section of the Application for review form. Raw marks can **never** be viewed as final marks. Awarding bodies have the right to raise or lower marks as part of their moderation processes. Reviews will be carried out within ten school days and there is no right of appeal.

Appendix 6a: Application for Review Form

Please complete all white boxes on the form below.

Candidate Name		Candidate Number	
Awarding body		Unit or component name	
Subject		Unit or component number	
Please state the grounds for your appeal below			
<p><i>If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed</i></p>			
Head of Centre signature (Ms Stevenson):			
.....			Date:
Deputy Headteacher Curriculum signature (Mrs Devereux):			
.....			Date:
Curriculum Leader signature:			
.....			Date:
Candidate Signature:		Date:	
Parental Signature:			
I give consent for my work to be shared with centre staff and if needed suitably qualified staff outside of the centre. I understand that copies of this form will be kept on file until four months after the release of my final examination results <input type="checkbox"/>			
Reviewer Name:		Review date:	
Decision / comments			
	Original Mark		Reviewed Mark
Centre Use Only	Date Received		To CL

