



EXAMINATIONS POLICY

Author of Policy
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Signed on behalf of the Academy

To be reviewed
September 2018

All Saints Church of England Academy Plymouth aims to be an inspirational community of learning that puts faith in education. It provides a broad and balanced curriculum that strengthens the body, challenges the mind and nourishes the spirit, encouraging everyone to go beyond their best.

All Saints Academy Plymouth mission is based on four golden threads:

- FAITH – putting Christian faith at the heart of every action and providing a safe environment and caring ethos for all
- FOUNDATIONS – creating strong foundations in learning, behaviour and success for all
- FAMILY – understanding the importance of family, the value of community and ensuring support for all
- FUTURES – preparing for bright futures shaped from excellent progress, achievement and choice for all

This policy and the associated procedures are based on these principles, aims and beliefs.

Purpose

- To ensure that every student is entered for appropriate examinations during his / her time at All Saint's Academy allowing him / her to realise his / her potential and receive evidence of attainment in each subject studied.
- To provide clear guidance on the procedures to be adopted by the Academy pertaining to public examinations.
- To avoid misunderstanding regarding the basis upon which a student may or may not be entered for an examination.
- To ensure that the expenditure on examination entries from the Academy budget is allocated according to the guidelines acceptable to the Governors.

Procedure

Guidelines:

1. That a member of the Senior Leadership Team has responsibility for the oversight of the implementation of this policy and its annual review.
2. That students must have completed non-examined assessments, where appropriate, to the satisfaction of their subject teacher prior to formal entry to any external examination. Students can be withdrawn from an examination after the final entry date if they have not completed such work. The withdrawal fee should then be paid by the parents of the student.
3. That the level of entry for a student in any given subject is the professional responsibility of the faculty, informing both parents and students at the earliest convenience.
4. That the choice of board or examination in any given subject is the professional responsibility of the faculty in consultation with the Senior Leadership Team. Should a parent express a wish for their son/daughter to take an additional examination they would have to undertake payment prior to entry.
5. That parents / guardians must be given opportunity to be consulted regarding entries for their son/daughter in any external examinations.
6. That a final decision on the nature of entry for examination will be made based on the most recent relevant data available and a non-entry would be avoided if at all possible. Non-entry should only follow due consideration and discussion in Academy and parents must be notified as soon as possible.
7. That the Academy will always take appropriate action to ensure that a student will receive any special consideration or access arrangements which the examination board allows, should the student merit such consideration.
8. That the Parent or guardian of any student who fails to attend for an examination without good reason, will be required to pay the appropriate entry fee.
9. Once examination results are received any student considering a re-mark must be aware that they must meet any financial costs incurred. If the initial grade / level is found to be incorrect and the grade is increased than any monies paid will be refunded.

Early entry:

This is defined as entry in to an examination/qualification at any point before the end of year 11. In accordance with changing legislation (2013) decisions about exam entry will be based entirely on student progress and attainment irrelevant of any performance measures/league tables. Heads of Faculty will be free to make decisions regarding early entry but will need approval from the Senior Leadership Team.

Guiding principles:

- Decisions about the date of entry for the relevant qualification are made in the best interests of the individual candidate.
- Early entry offers the opportunity to experience a real GCSE examination and, for the majority of candidates, a highly motivating taste of success.
- In some cases, home background factors indicate that early entry is the best way for an individual to secure a GCSE / A Level certificate.
- No student is prevented from re-sitting if s/he wishes to improve on the early entry grade.
- If a candidate's result is below the Fisher Family Trust 20+1 grade and/or does not represent 3 levels of progress from Key Stage 2 to Key Stage 4, then s/he will re-sit the examination in question.
- Because success at GCSE in 8 subjects including English and Mathematics is so important for future progression, Academy leaders successfully invest in numerous interventions that will promote attainment.
- The fact that English and Mathematics are important indicators in the DFE student performance tables is of course important, but it is a lesser priority than the consideration of students' best interests.

Appeals against Internal Assessment of Work for External Qualifications:

All Saint's Academy is committed to ensuring that whenever its staff assesses students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The centre is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency. There is a separate policy on the management of Controlled Assessment called "Non-examination Assessments Policy" [see Appendix 1]

If a student feels that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the centre for moderation by the awarding body.

Resources

Non-examination Assessment Policy

Purpose

- To ensure our assessment processes are fully in-line with all current JCQ regulations.
- To ensure all staff act professionally and with honesty and integrity in-line with our core Christian values.
- To ensure the grades that students are awarded by teachers truthfully reflect the work which they have submitted.
- To ensure all students have every opportunity to succeed in the non-examined components of the public examinations which they are taking.

Procedure

Responsibilities

Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant awarding body.
- In collaboration with Heads of Faculty to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Heads of Faculty dispatch students' assessments for moderation.
- In collaboration with Heads of Faculty make appropriate arrangements for the security of non-examination assessment materials.

Heads of Faculty:

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the relevant awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake appropriate departmental standardisation of non-examination assessments.
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.

- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials.

SENCO:

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements.

Subject Teachers:

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the Head of Faculty, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate faculty standardisation of Controlled Assessments.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting:

In accordance with specific awarding body guidelines, Heads of Faculty will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.

Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking:

Unless the awarding body's specification says otherwise, the following arrangements will apply. In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.

Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference

work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.

Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

Authentication:

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Task Marking:

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results.

Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

Enquiries about results:

Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

Factors affecting individual candidates:

- If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised.
- The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
- Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements. The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to

the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Heads of Faculty.

- If a non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.