



# Examination Policy

Last Reviewed	February 2021
Next Review Date	March 2026
Ratified by the Headteacher	March 2023

# HORSFORTH SCHOOL

## Examination Policy

### 1. Aim

The aim of this policy is to specify systems and procedures for the conduct of internal and external examinations. It includes an appeals procedure.

### 2. Definition

For the purpose of this Policy, the term “Examination” covers any internal or external examination at any level, including coursework components and Controlled Assessments specified by the Awarding Body.

### 3. Evaluation

This policy/procedure will be evaluated every three years by the Headteacher to ensure it is still fit for purpose. Circumstances may require more frequent modifications. On 8th May 2019, the Trustee Board delegated responsibility to evaluate and ratify this policy/procedure to the Headteacher.

### 4. Authors

This policy has been updated by ZMC in March 2023.

### 5. Procedures

Detailed procedures to support this policy are appended as follows:

Appendix 1: Procedure for resit/ recall of papers/ remarks

Appendix 2: Flowchart for Special Arrangements

Appendix 3: Exam Booklet

Appendix 4: Contingency Plan

Appendix 5: Risk Management Plan

Appendix 6: Reviews of Marking: centre assessed marks

Appendix 7: Identification of candidates at the time of examinations

The Deputy Headteacher (Standards) has the responsibility for overseeing the proper conduct of internal assessment, external examination and for the appeals procedure. The person responsible for delivery of controlled assessment is the Curriculum Leader. The

person responsible for updating the Leadership Team on national developments and regulatory changes is the Examinations Officer.

The Examinations Officer keeps the Headteacher informed of any difficulties arising, and of the existence and the outcome of any appeals procedure.

### **1.1 Information to candidates:**

- 1.1.1 All candidates should be informed of the school policy for internal assessment and appeals procedure at the beginning of their externally assessed course. The JCQ rules and regulations will be available on the examinations section of our website and students will be informed at the beginning of their program of study.
- 1.1.2 Specific information regarding internal assessments and coursework requirements is communicated to students at the start of their course. This includes internal coursework, Controlled Assessment and non-examined assessment deadlines. Information regarding appeals and special consideration is available on the examinations section of the school website and students will be informed of these at the beginning of their course.
- 1.1.3 Specific information is issued by each curriculum area and includes any interim deadlines and a copy of objectives and mark scheme. (It is important that all candidates have a clear understanding of what is expected of them and that the school has evidence that they have been informed).
- 1.1.4 Examination Fees: The school will pay all the normal costs associated with initial examination entries. The cost of resit examinations will be paid only at the school's discretion.
- 1.1.5 Requests for re-marking or recalling papers will be processed as shown in the flowchart presented as Appendix I

### **1.2 General examination**

- 1.2.1 The Exams Officer is responsible for circulating exam timetables for internal and external exams. Paper copies of the timetable will be given to students via form tutors and electronic versions will be sent to parental email addresses, where available.
- 1.2.2 Exams will be invigilated by a trained invigilation team. Invigilators will be cleared by the Disclosure Barring Service (DBS) once they have completed a supervised probationary period.
- 1.2.3 Teaching staff will only be allowed in exam rooms in accordance with the rules defined by the JCQ. Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Curriculum Leaders the day after the exam in accordance with JCQ's recommendations.
- 1.2.4 Detailed information about examinations can be found in the Exams Booklet on the Parents/Carers section of the school website.
- 1.2.5 The head of centre is responsible for investigating suspected malpractice.

### **1.3 Curriculum Leader Responsibilities:**

- 1.3.1 The qualifications offered at this centre are decided by Curriculum Leaders after consultation with the Senior Leadership Team.  
Decisions on whether a candidate should be entered for a particular subject will be taken by Curriculum Leaders in consultation with the Deputy Headteacher.

- 1.3.2 Curriculum Leaders should ensure any special arrangements that would apply to external exams (extra time, reader, scribe etc.) also apply to Controlled Assessments and non-examined assessment and that this is done with liaison with the SENDCO (see Appendix 2 for flowchart for determining access arrangements.).
- 1.3.3 Coursework, Controlled Assessment and non-examined assessment progress should be regularly monitored by Curriculum Areas. In the case of longer pieces of work, internal draft deadlines should be adhered to. It is important that candidates are encouraged to perform to the best of their ability. If any candidate is falling behind with his / her work, finding difficulties, or is underperforming, the appropriate colleague should discuss this with the candidate, keeping a written or electronic record and where appropriate, inform parents. School-wide student tracking processes, such as progress reviews should indicate this.
- 1.3.4 If difficulties continue, the subject / TLR holder / curriculum leader should be informed, and should discuss progress with the candidate. It is important that a written or electronic record is kept of any such meeting, and that the candidate is aware of the recorded outcome.
- 1.3.5 Each curriculum area should staff appropriately timed twilight 'catch up' sessions and require students failing to meet interim deadlines to attend.

#### **1.4 Marking of coursework/ Controlled Assessment/ Non Exam Assessment**

- 1.4.1 Curriculum areas should have in place an internal standardisation procedure that ensures consistency of marking across the year group, and adheres to the requirements of the specifications. Brief minutes must be kept of the outcomes of Standardisation and Internal Moderation meetings.
- 1.4.2 All coursework / Controlled Assessment/ Non exam assessment should be annotated in line with specification requirements.
- 1.4.3 Any inconsistencies in performance should be noted and discussed with the appropriate Curriculum Leader before work is returned.

#### **1.5 Returning of marks to candidates:**

- 1.5.1 Students must be aware of the mark awarded for a piece of coursework, Controlled Assessment or Non-Examination Assessment but it must always be made clear that all marks awarded are provisional and subject to external moderation by Awarding Bodies. Staff should follow the advice of Awarding Bodies and only give grades where this is appropriate
- 1.5.2 Each candidate should have clear understanding of how he / she obtained his / her marks in relation to the assessment criteria.
- 1.5.3 Adherence to the above should avoid candidates feeling that their work has been unfairly marked.

#### **1.6 Any candidate wishing to appeal:**

- 1.6.1 Any candidate concerned about his / her mark should discuss this first with their subject teacher, and if necessary the TLR holder/ curriculum leader.
- 1.6.2 If this does not resolve the concern, the Curriculum Leader should inform the Examinations Officer who should meet with the candidate and try to resolve informally, but if that fails, inform the candidate of the formal appeals procedure. The Examinations Officer will liaise with the Deputy Head (Standards).

#### **1.7 Department Policy on Internal Assessment**

- 1.7.1 Curriculum Leaders should ensure that they follow JCQ guidance and whole school policy on Internal Assessment.
- 1.7.2 It will be expected that every member of the department is fully aware of the procedures.
- 1.7.3 During the assessment process, subject teachers should:
- a) Monitor student progress re internal deadlines.
  - b) Keep written or electronic records of any specific discussions with students arising from difficulties with coursework / Controlled Assessment/ Non Examination Assessment
  - c) Inform the subject / TLR holder / Curriculum Leader in sufficient time of any problems arising.
  - d) The Team Leader should monitor any student experiencing difficulties, and discuss concerns with the Examinations Officer if further difficulties arise.
  - e) There should be a formal procedure for collecting in all work. It should be handed directly to the subject teacher and a dated record kept.
  - f) Copies of final marks should be either given to the Examinations Officer or submitted directly to the Examining Body and any anomalies discussed.

### **1.8 Appeals Procedure for Post Results and Internal Assessment Issues**

If a GCSE or GCE candidate, upon receiving his / her final mark, wishes to make an appeal against the mark awarded for his / her coursework, Controlled Assessment , Non Examination Assessment or final results the following procedure must be used.

- 1.8.1 Use should first be made of informal channels (Curriculum Leader and Class Teacher).
- 1.8.2 It is expected that the policy with regard to coursework management will have been followed by the Curriculum Area, and informal discussion will be concerned with enabling the candidate to understand how he / she attained the mark. It is not expected that the mark will be changed.
- 1.8.3 If, however, a change of mark is considered necessary by the Team Leader, this should be explained to the Examinations Officer before action is taken. Alteration of a mark at this stage can only take place with the consent of the Examinations Officer.
- 1.8.4 If all informal channels have failed to resolve the issue the candidate can make a formal appeal as follows:**
- 1.8.4.1 The candidate should appeal in writing in which specific grounds for appeal have to be identified. These may include:
- a) The mark does not fairly reflect performance. The candidate will need to give specific examples where he / she feels inadequate allowance has been made.
  - b) Inadequate support was given in the preparation of the coursework / Controlled Assessment/ Non-Examination Assessment either through:
    - i. Lack of teacher advice;
    - ii. Poor or incomplete resources;
    - iii. Failure to explain criteria (where allowed by JCQ guidelines) etcEvidence will need to be provided by the candidate to support any of the above.
  - c) Work was misplaced by subject teacher.
  - d) Inadequate allowance was made of certain difficulties the candidate was facing e.g. reported illness. (These would be covered by examination board special consideration procedures.)

- e) The school has failed to follow its published post results procedures or has been inconsistent in its application of procedures.
  - f) The candidate wishes to contest the school's decision not to support a remark or results appeal.  
Evidence will need to be provided by the candidate to support any of the above.
- 1.8.4.2 The appeal should be returned to the Examinations Officer by a given date. The appeal should be signed by both the candidate and parent / carer.
- 1.8.4.3 The Examinations Officer will arrange a meeting to discuss the appeal. The appeal panel will consist of :
- The Examinations Officer
  - The relevant subject leader or subject specialist
  - The relevant student progress leader
  - Deputy Headteacher (Standards)
- 1.8.4.4 The candidate may be supported by parent / carer.
- 1.8.4.5 The meeting will consider:
- a) The evidence provided by the candidate.
  - b) The evidence provided by the department, which should include:
    - i. A record of coursework / Controlled Assessment/ Non-Examination Assessment procedures followed by the department.
    - ii. Any records of meetings between the subject teacher and the candidate to discuss the progress of the assessment.
    - iii. Marks awarded to all candidates for the assessment under review.
    - iv. Standardisation procedure followed to agree those marks.
- 1.8.4.6 The meeting will be minuted.
- 1.8.4.7 A decision will be made within 5 working days.
- 1.8.4.8 The decision will be discussed with the Headteacher.
- 1.8.4.9 A copy of the written record of the meeting, outcome, and reasons for outcome, will be sent to the candidate. A copy will be kept by:
- (a) Deputy Headteacher (Standards)
  - (b) Examinations Officer
  - (c) Student Progress Leader
  - (d) Subject Leader
- 1.8.4.10 If the outcome affects the marks already sent to the Awarding Body, a copy of the record should be sent by the Examinations Officer to the Awarding Body, together with any other relevant information.
- 1.8.4.11 The decision of the Appeals Panel is final.

## **1.9 Suspected Malpractice**

- 1.9.1 Students and their parents / carers will be regularly reminded about malpractice in examinations and assessment.
- 1.9.2 Incidents of suspected malpractice will be dealt with in accordance with the current guidance from the Joint Council for Qualifications (JCQ) regarding malpractice, which is regularly updated.

## Appendix I Procedure for resits/recall of papers/remarks

Level 1: Curriculum Leader – decision on value of re-sit / recall

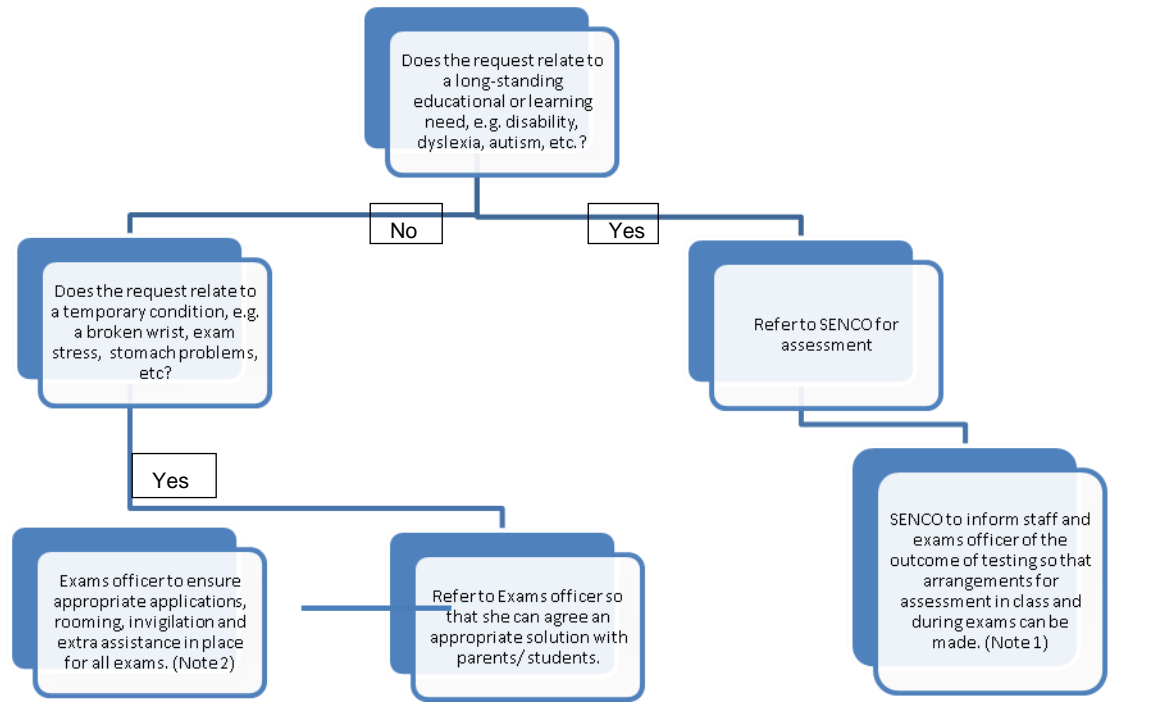
Level 2: Deputy Headteacher Standards: Agreement to pay costs

Level 3: Exams Officer: Due process followed

### Notes:

- Where students, parents/carers or teachers wish the school to pay for a re-mark, this request must be directed to the appropriate Curriculum Leader, who will trigger the process.  
Where students or parents/carers wish to pay for a re-mark themselves, this information should be passed to the Examinations Officer.
- Student Progress Leader, Director of Sixth Form and Exams Officer will not make unilateral decisions about re-marks.
- Please use email to communicate (creates an audit trail if needed).

\* The only situation not covered by this procedure is the 'Priority' 7-day service after A Level results when a university place depends on outcome. Curriculum Leaders may not be available. In such a situation, the decision to request a re-mark will be made by the Director of Sixth Form, a Deputy Headteacher or Headteacher. Normal practice will be to approve the re-mark.



**Note 1** Amongst the arrangements possible are: the provision of a scribe, reader, prompter or practical assistant; use of a word processor, enlarged papers, coloured overlays or a foreign language dictionary; supervised rest breaks; separate invigilation and accommodation; and/or extra time.

**Note 2** Amongst the arrangements possible are: the use of a scribe; supervised rest breaks; a dedicated invigilator who is aware of any issues; a choice of where to sit in the Hall; separate invigilation and accommodation; extra time; and any other specific candidate specific requests permitted under the regulations.



# HORSFORTH SCHOOL



# EXAMINATIONS BOOKLET

## INTRODUCTION

Public examinations can be a stressful time for students, parents and carers and it is important that all those involved are as well informed as possible. Well informed students will realise that exam rules and regulations are designed to ensure fairness and minimise disturbance and it is in the interest of all that the examinations run smoothly.

Horsforth School will make every effort to ensure that candidates receive the best possible preparation for their examinations, that the administrative arrangements run smoothly and that the examinations are conducted in a way that will cause as little stress as possible and help students to achieve their best.

This booklet is intended to tell you about examination procedures, to answer some of the most frequently asked questions, to help guide and support students and parents/carers through the examination process.

**If you have any other questions, please feel free to contact Mrs Ade Forster, the Examinations Officer: Telephone No: 0113 226 5454 / 0113 226 5292 or email [forstera01@horsforthschool.org](mailto:forstera01@horsforthschool.org)**

On examination days if you have any questions it is best to leave a message with the Student Reception staff, stating the nature of your query, since the main priority will be the starting of the examination sessions. Reception staff will process your call as soon as possible.

**Please be aware that any misconduct or breach of the rules and regulations relating to exams can result in disqualification from the examination.**

## **FREQUENTLY ASKED QUESTIONS**

**What equipment should students bring to the examinations?**

- Candidates are responsible for ensuring that they bring everything they need to the examination.
- Candidates should bring **pencils, black pens, an eraser, a ruler, a pencil sharpener, a set of compasses and a protractor** in a **transparent pencil case or plastic bag**. A complete exam pack may be purchased from our Resources Department for £1.75
- **Calculators** are also needed for some Science and Maths examinations. Suitable calculators can also be purchased from Resources for £9.99

- **Unless told otherwise by the invigilators, candidates should complete exam papers in black ink.**
- Coloured pencils or inks may only be used for diagrams maps and charts.
- Candidates may not borrow anything from another candidate during the examination.
- Some subject papers require the use of dictionaries or set texts, and candidates will be advised by their subject teachers what they will need for each exam.
- Candidates should not use highlighters or gel pens on their answer sheets. This is because many exams are now digitally scanned and marked online and these kind of pens are not always visible after scanning.
- The use of tippex or correction pens is not permitted. Candidates should cross through work they do not wish to be marked.

### **What shouldn't candidates bring with them?**

- Some items are strictly banned from examination rooms and should not be brought into the examination room under any circumstances. The Examination Boards treat mere possession of these items as an infringement.
- **Mobile phones, watches of any kind, iPods, MP3/ MP4 players and other electronic gadgets.** It is better to leave these items at home on examination days. If this is not possible, they **must** be handed to an invigilator before the start of the examination. Students will be asked to check the device is switched off and then put it in an envelope.  
Should a phone ring during an examination, the candidate will be disqualified.
- Notes, papers and text books etc. are only allowed in certain examinations. Candidates will be informed by the subject teachers in advance should these be required.
- Candidates should not bring lucky mascots etc. into the examination room.
- Candidates should not have anything written on their hands, e.g. a telephone number, as this may be construed as cheating.
- No food items or chewing gum are allowed.

### **What are the rules about the use of calculators?**

Some Maths exams specifically prohibit the use of calculators.

Some kinds of calculator are forbidden. If in doubt, ask a member of the Maths department or the invigilation staff before taking it into the examination. All programmable calculators must be cleared of programmes.

### **May students bring a drink in to the exam room?**

Students may bring a small clear bottle of water into the examination room. Any labels must be removed from the bottle. No fizzy drinks, cans or pouches will be allowed due to a risk of disturbing other candidates. Drinking too much may not be advisable as candidates may not be allowed to use toilet facilities during short examinations due to issues of supervision.

## **Who is responsible for the Examinations?**

The Headteacher has overall responsibility for examinations as Head of Centre and the school's Examinations Officer is responsible for all aspects of the administration of examinations and for the supervision of students during examinations. There is a team of external adult invigilators who will be present during the examinations at all times and who are supervised by the Examinations Officer.

The Awarding Bodies (Examination Boards) set down strict criteria which must be followed for the conduct of examinations. The school cannot deviate from these criteria. A copy of the general rules and regulations relating to examinations can be found in Appendix I.

## **Who is entered for public examinations?**

It is school policy to enter every student who is being taught a subject for the most appropriate level of examination. Only exceptionally and after consultation with parents/carers will students be withdrawn from entry.

## **Can students take an exam at a different time?**

Dates for examinations are rigidly fixed by the Awarding Bodies and **cannot be moved under any circumstances**. Parents/carers are reminded that they should not book holidays during term time and the Exams Officer should be notified of any issues with hospital appointments, etc.

## **What information will students receive about their examination entries?**

Students will be given a "Statement of Entry" and a timetable prior to the examination period. An electronic version of the timetable will also be sent to the email address we have on file for each student.

The "**Statement of Entry**" shows the personal details that we have on our computer system. These must be checked carefully, as these are the details that will appear on certificates. If there are any errors or problems you must inform the Examinations Officer straight away so that any amendments can be made.

It also shows all examination entries, including those that do not have written, timetabled examinations.

To accompany the "Statement of Entry", there will be a copy of the rules and regulations relating to examinations.

The **candidate timetable** shows all the written, timetabled examinations the student must attend. It contains information on dates, start times, the exam rooms and seat numbers.

Please keep this somewhere safe, as it is the student's responsibility to attend their exams on time. If students fail to take the examination without good reason, the exam fees for those exams have to be paid.

## **What is the difference between coursework and controlled assessment?**

Some subjects have an element of **coursework** included in them which has to be completed, marked, assessed and sent to the Awarding Body well before formal examination sessions take place. The school sets deadlines that allow time for this process to take place before Awarding Body deadlines. These cannot be changed. Students who do not submit work on time will not be allocated a mark for this portion of their course and their overall grade will suffer.

**Controlled assessments** have, for the most part, replaced coursework. Specific arrangements vary from subject to subject, but in general:

- They are scheduled and run like examinations.
- Students do not have a 'second chance' unless absent through illness.
- Assessments are designed by the Awarding Body.
- Assessments may initially be marked by school staff, but marks are always moderated and standardised by the Awarding Bodies. In some cases, the assessments are sent directly to external markers appointed by the Awarding Body.

The format of the assessment varies from subject to subject. Formats include:

- Online tests
- Data handling assessments
- Oral presentations
- Written activities

Precise details, dates and timings are given to students by the teachers who are preparing them for the controlled assessments.

## **When do examinations take place?**

The main period for summer examinations is from the start of May until the end of June/early July but some oral examinations and practical examinations take place earlier. Exam timetables will be put on the website once confirmed.

**Please ensure your son/daughter checks their daily examination commitments the previous evening and knows whether their exam is in the morning or the afternoon.**

## **Where will the examinations be held?**

The main exam location in the summer is the Sports Hall. Different rooms may be used in other examination seasons depending on the number of candidates and which rooms are available. There will be a noticeboard in the main reception area directing students to the appropriate room for that day.

## **At what time do the examination sessions begin?**

Most examinations start at 9.00 am and 13.30 pm, but some individual exams may start at different times. Please check the individual student timetable carefully. Students must be on time for their examinations. Students will need to arrive at least 10 minutes beforehand to allow them time to find their seats, etc.

For exams in the Sports Hall candidates are asked to wait quietly outside the rear of the PE area until invited to enter (waiting inside if the weather is poor).

Students must be silent once they have entered the examination room, must not talk or communicate with other candidates and must not leave the examination room for any reason without supervision by the Examinations Officer or an invigilator.

### **What happens at the beginning of an exam?**

Once all candidates are present and seated, the invigilator will remind candidates that they are subject to the regulations of the Examining Bodies and any special instructions will be read out. Candidates will then be asked to complete their details on the answer papers and given permission to open their booklets and start working.

In some sessions, exam papers will be on the desks as students come into the room. These papers must not be opened until an invigilator announces the exam has started.

### **What happens if a student cannot find his/her place in the examination room?**

There are a number of possible reasons for this and the situation has to be investigated. Students will be asked to wait at the back for a few moments while the invigilator checks the entry and sorts out the problem with the Examinations Officer. Every effort is made to keep these problems to a minimum and they will not prejudice any student's chance of taking an examination for which he/she has been entered. Students who have been officially withdrawn from an examination will not be permitted to sit the papers.

### **When do examinations end?**

The length of examination papers varies and occasionally exams will not end until after school has finished. Students and parents should make appropriate arrangements for getting home. Candidates will not be allowed out of the examination early.

Some students may also receive an allowance of extra time for the examinations and so their finishing times will be even later.

### **What should students do if they finish early?**

Students should use all of the available time on their examinations and spend any time left before the end of the examination checking their answers. Candidates are not permitted to leave before the duration of the examination unless there are exceptional circumstances. They must sit quietly at their desk so as not to disturb other candidates.

### **What happens if a student has more than one examination at the same time?**

Two or more examinations with the same start time will usually follow on, one after the other, with a short supervised break in between. When this is not possible, one of the examinations may be taken at a different time on the same day. The candidate will have to remain under supervision between the two papers. If the examination is moved from morning to afternoon, or moved to morning from afternoon, the candidate will be supervised from the end of one examination, over lunchtime, until the start of the next examination. They should bring some revision or reading material and their lunch and a drink. Candidates will not be allowed access to a mobile phone during this time. Even attempting to communicate with any other candidate will invariably result in disqualification from those examinations for all the candidates involved.

In a rare case where a candidate has more than 5 hours 30 minutes at GCSE or more than 6 hours for GCE in any one day, centres may request overnight supervision and reschedule one of the examinations for the next day. Overnight supervision is essential to avoid compromising the integrity of the examination and needs to be organised well in advance.

Please see the Examinations Officer, if you are affected by a clash and have any concerns.

### **What happens if a student is late?**

If parents are aware that their son/daughter has got the timing of the examination wrong or is at risk of missing the starting time, they should telephone the school immediately and leave a message for the Examinations Officer. Normally candidates with a genuine reason for being late and who are brought straight to school may be admitted up until 10.00am for morning exams or 2.30pm for afternoon exams or, for exams shorter than an hour long, before the end of the exam. They will be allowed the full time allowance for the paper, as long as this is practical. Candidates who arrive more than one hour after the start of an examination or after the end of the examination will not be admitted.

### **What happens if a student does not turn up for an examination?**

If a student is too ill to attend an exam, they must contact the school as soon as possible and obtain a doctor's note or complete the JCQ self certification Form 14. The Examinations Officer can then apply to the Board for special consideration, if appropriate. The Exam Board will then determine whether the candidate will be awarded a grade for the exam that has been missed and what grade that will be.

A student who misses any examination without presenting a doctor's note or a satisfactory reason for a request for special consideration will receive a grade based only on those units of the qualification that they have completed. Parents should be aware that the school will seek to recover examination fees if a child does not attend an examination.

### **What do I need to do if my son/daughter has problems that may affect his/her examination performance?**



Some candidates are eligible for extra time or special examination arrangements. These are normally identified by the school well in advance of the examinations and appropriate applications are made, supported by an Educational Psychologist's report or other medical evidence. The kind of arrangements permissible include extra time, the provision of a scribe or a reader and use of a dictionary.

If a problem (e.g. an illness, a bereavement or a difficult family situation) arises shortly before or during the examinations, please notify the Examinations Officer as soon as possible, so that an application for special consideration can be made. Parents should be aware that any special consideration is only granted in 'extreme' situations and that any adjustment is likely to be small and determined by the Awarding Body, not the school. No feedback is ever provided. No special consideration is ever granted if a candidate has an opportunity to re-sit the exam.

### **What should students wear for examinations?**

Examinations are a school activity and students in Years 7 to 11 inclusive must wear normal uniform. We ask for cooperation from parents and carers in ensuring candidates are correctly dressed as we wish to avoid causing stress to candidates in the examination room by pointing out when they are not in uniform. All students know the uniform rules and it is their responsibility to ensure they observe them. Students not dressed properly may not be permitted to sit examinations.

### **How are students supervised during an examination?**

Trained adult external invigilators will supervise students under the direct management of the Examinations Officer. Once candidates enter the examination room they must remain supervised and follow the invigilators' instructions at all times. The invigilators are CRB-checked and usually work in teams. They are always able to contact the Examinations Officer to resolve any complex issues or to deal with any emergencies.

### **What standards of behaviour are expected during examinations?**

All candidates are given a copy of a 'Notice to Candidates' produced by the Awarding Bodies, giving them information about the rules and regulations relating to public examinations.

The school and Awarding Bodies regard breaches of examination regulations very seriously. Parents/carers should impress on their son/daughter the importance of good behaviour in an examination, as any activities that may disturb or upset other candidates will not be tolerated.

**The Head of Centre and the Examinations Officer have the power to remove disruptive candidates. This action is likely to lead to the cancellation of that examination for the candidate and charging the parent / carer for the fee.**

## **How can parents/carers best help their son/daughter during the examination period?**

Examinations are inevitably a stressful time for candidates and support from both school and parents can be helpful. Students will have learnt how to make a revision plan, as well as a range of useful revision techniques during their normal lessons, and if this is followed it should not be necessary for any student to work abnormally long hours during the revision period. It is probably helpful to discuss with your son/daughter how he/she intends to organise revision and to talk through any anxieties about particular techniques or subject matter. Testing knowledge of factual material can benefit the student if such help is requested, but often all that is needed is a quiet place to work and lots of encouragement. Students should get plenty of sleep and some opportunities for relaxation.

Please remember that a lot of revision material is available electronically, through the school website and through accessing subject areas or class sites, through our subscription to SAM Learning, through specialised websites (e.g. BBC Bitesize and Hegarty maths) and on Awarding Body websites. (These hold specifications, past exam papers, examiners' reports and in some cases, revision guidance).

## **What happens about the return of school books and equipment at the end of the examination period?**

Students will be informed before the start of examinations about the arrangements for the return of books etc. Please ensure that all textbooks and equipment are returned promptly to school.

## **When and how are results distributed?**

GCE results arrive in school the 3<sup>rd</sup> Thursday of August and GCSE results on the 4<sup>th</sup> Thursday in August. Under normal conditions, results can be collected from 9.00am in the School Library. Students wishing for a relative or friend to collect their results **must** send a signed letter of authorisation with the collector. Prior arrangements can be made with the Examination Office to receive an email or a phone call on the afternoon of results day.

Depending on government guidelines and covid-19, results may be emailed to candidates and/or their parents.

## **What can I do if results are substantially different from what is anticipated?**

It must be remembered that examinations can only measure performance on the day, and that candidates can do better or worse than anticipated for a variety of reasons. The Examinations Boards offer a number of services to candidates who are unhappy with their result. These include requesting a copy of the script, having the addition of the marks checked and having a complete review of marking of one or all the scripts. All these services are chargeable. As a rough guide, a review of marking cost approximately £50.00 per unit .

Details of the procedure to follow if you wish to take advantage of any of these services are available from the Examinations Officer and appear on the back of the Statement of Results. The process should be started as soon as possible after consultation with the Curriculum Leader concerned, as the deadline for requesting these services is approximately 4 weeks after results day.

If the results have serious implications for the student's future plans then advice should be sought from the Student Progress Leader, Post-16.

**If a student's university place depends on a result being reviewed the student must see the Director of Post-16 /Examinations Officer / or a member of Leadership Team on Results' Day. The deadline for applications for "priority remarks" is generally within a week of the publication of results.**

### **How do candidates apply to re-sit?**

It is possible to re-sit units. Please discuss this initially with the Curriculum Leader in the subject. They will then pass the request on to the Examinations Officer, who will complete the necessary documentation.

The entry fees for re-sits may be payable and vary depending on the Exam Board, the level of qualification and the subject. Entries will not be made by the Examinations Officer unless the appropriate fee is received before the deadline date. Refunds are not normally given.

### **How should fees be paid?**

Where students are requesting a chargeable service, cheques should be made payable to Horsforth School and put in an envelope with the student's name, form and examination details clearly written on the front. These should be sent or brought to the Exams Office.

### **When do students receive certificates?**

The Awarding Bodies issue certificates well after the examinations have taken place. For summer exams, the earliest certificates can be collected is November. Students are required to collect certificates in person. A friend or family member may collect them with a note of approval from the candidate and will be asked to sign for them.

### **Can I replace a lost certificate?**

If a candidate loses their certificates it can only be replaced by direct application to the Awarding Body by the candidate. This costs around £55 per certificate, so a candidate who did exams with several different boards over several different years could end up paying a substantial amount for replacing these documents.

Application forms for replacement certificates can be found online, by typing “replacement certificate” into the search engine of the appropriate exam board ([www.aqa.org.uk](http://www.aqa.org.uk); [www.edexcel.com](http://www.edexcel.com); [www.ocr.org.uk](http://www.ocr.org.uk); [www.wjec.co.uk](http://www.wjec.co.uk) )

**Please, therefore, treat your certificates as the valuable documents they are and look after them carefully.**

## **Appendix 4: Examination Contingency Plan**

Wherever possible the examinations will be conducted according to the centre's published examination timetable. Where this is not possible because of external events outside the centre's control, the following contingency measures will be put into effect.

### Severe weather causing travel disruption to candidates and/or staff

If there are timetabled examinations scheduled on a day when the school is closed to staff and students due to severe weather conditions, where possible, the school will remain open, in line with JCQ guidance, for students scheduled to take an examination. A list of staff who live within walking distance of the school will be maintained and these staff will be contacted to come in to school to ensure that timetabled exams go ahead. In order that the school can ensure the correct administration of exams, this contingency team has to include the exams officer or a senior invigilator or a suitably trained member of leadership team. If these members of staff are not able to get into school, the scheduled exam(s) will not run and the awarding organisations will be informed.

Where individual students are unable to reach the school because of extreme weather conditions, the school will make applications for special consideration as long as the students satisfy the criteria for special consideration published by the JCQ.

### Emergency closure of the school during an examination period

If the school premises are affected by a catastrophic event that prevents students sitting examinations e.g. as a consequence of a fire or localised flooding, the school has arrangements in place for students to be accommodated at one of our consortium partners. In the first instance, the awarding organisations would be informed of the alternative venue and of any alteration to the start time of the examinations affected. The changes to the delivery of the examinations would be communicated to all affected students and their families, and arrangements would then be made to transport students, staff and examination papers to the alternative venue, whilst maintaining the integrity of the examination process.

### Widespread illness affecting large numbers of students

If individual students or groups of students are unable to sit their examinations because of illness, the school will make applications for special consideration as long as the students satisfy the criteria for special consideration published by the JCQ.

### Pandemics

Where there is a global or national pandemic, e.g. covid-19, the school will follow the guidelines set out by the government, Ofqual and the JCQ.

### Closure of the school for an extended period prior to the examination period

If the school or parts of the school are forced to remain closed for an extended period, e.g. in the aftermath of extensive flooding or a fire, students due to sit examinations shortly will be treated as a priority. Any accommodation unaffected by the catastrophic event will be set aside for the teaching of these students and, where this is not possible, alternative venues will be sought for these students so that their teaching time is disrupted for as short a time as possible.

### Destruction of assessment evidence

If a catastrophic event causes damage to or destroys completed examination scripts or assessment evidence before it can be marked, advice will be sought from the exam boards. Where time allows, students will be able to re-create work that has been lost. Where this is not possible, the appropriate lost coursework or special consideration applications will be made and the awarding organisations will endeavour to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement.

### Technological failure on results day

If the failure is related to the communications software (A2C), attempts will be made by the ICT Support Team to rectify the problems. Where this is not possible, results documentation will be produced from the awarding organisations' websites.

If the failure is due to disruption to the power supply or the school's server, arrangements are in place to utilise the computing services at one of our consortium partners in order to produce all the necessary documentation.

### Absence of the Examinations Officer

Short term absence during the examinations period will be covered by the Lead Invigilator, the Examinations Assistant (with support from the Deputy Headteacher with responsibility for exams) with the cooperation of the invigilation team. All documentation for individual examinations is clearly marked and kept together in the Exams Office store cupboard so that any authorised member of the examination team could easily administer an examination in the event of an absence. Keys to the Exams Office are held in a coded key safe in the data office, the code is known only to the exam staff.

Long term absence at any point during the exam cycle will be covered by the Deputy headteacher with responsibility for exams with the support of the exams assistant. They both have an overview of the computer systems involved and the annual cycle of tasks related to examinations. We will also seek assistance from other local exam centres and contact our awarding bodies to make them aware of our situation.

AQA

CCEA

Edexcel

OCR

WJEC

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**For use by exams office staff**

### **GCSE controlled assessments**

#### **Risk management process (editable template)**

This editable template examines potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions. We hope it will provide a useful starting point for exams office staff when discussing with colleagues risks and issues that might apply to their centre.

#### **Using the risk management process template**

**The list of possible risks and issues featured in this template is purely illustrative for an individual centre to consider and adapt to their own needs.** There are blank rows under each heading for you to fill in.

A blank column entitled 'Staff' has been included on the template so centres can list the person (or role):

- **responsible** for the risk/issue;
- **accountable** for the risk/issue;
- who should be **consulted** about this risk/issue;
- who should be **informed** if the risk/issue arises;

Any adapted list of risks and issues should be reviewed and approved by appropriate members of the senior leadership team. This will ensure that it is fit for purpose and compatible with the existing policies and procedures of the centre. The review should be repeated at regular intervals and kept up to date.

**Please note: the above guidance is not part of the template and must not be altered.**

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	CLs and DHT (standards)
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	CLs and DHT (standards)
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	DHT (standards)
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities. Notify staff early if classrooms are being used for examinations.	Plan when large exams are and ensure adequate rooms are available	EO/ DHT (standards)

Risks and issues	Possible remedial action	Staff
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	<b>Forward planning</b>	<b>Action</b>	
<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	CLs
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	CLs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	CLs
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Allow time in lesson or during/ after the school day to complete the assessment.	CLs
<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Control levels for task taking</b>			

The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	DHT (standards)
<b>Supervision</b>			
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Training to be given to new staff during Curriculum meeting time and monitored to ensure compliance with regulations.	CLs/ DHT (standards)
A 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 session where a teacher is not supervising, in line with the awarding body's specification		DHT/ CLs/ EO

\* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	DHT (standards)
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	DHT (standards)

<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	DHT (standards)
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	DHT (standards)
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	DHT (standards)

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

<b>Example risks and issues</b>	<b>Possible remedial action</b>		<b>Staff</b>
	<b>Forward planning</b>	<b>Action</b>	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	CLs

Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	DHT/ CLs
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	DHT/ CLs/ EO
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	EO

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			

Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	DHT (standards)
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	DHT (standards)

## **Appendix 6: Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)**

Horsforth School is committed to ensuring that whenever its staff mark candidates' work this 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. Horsforth School 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.

1. Horsforth School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Horsforth School 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.
3. Horsforth School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Horsforth School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Horsforth School 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.
7. Horsforth School 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.
8. Horsforth School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. 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 Horsforth School and is not covered by this procedure.

## **Appendix 7: Identification of candidates at the time of examinations**

Invisitors will be able to easily identify candidates, as photographic identity cards will be placed on all desks according to the seating plan. These cards will be prepared by the Examination team in advance of each examination series, using photographs and data taken from SIMS and reflecting information given to the school by parents on registration.

Should there be any doubt about the identity of a candidate, this should be brought to the attention of the Examinations Officer, who will then seek further verification and clarification from the Senior Leadership Team.

Private candidates will be required to bring in a passport or other appropriate photographic evidence in advance of the exam season. This evidence will be photocopied and identity cards will be prepared in the same way as for internal candidates.