

Frederick Bremer School



Examinations Policy (including Controlled Assessment protocols)

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Policy Overview

Examinations are an integral element of the assessment process and are used both to support the measurement of pupil's progress throughout the School and within the GCSE / BTEC assessment process. As such, it is in the interests of all involved to ensure the efficient operation of all examination processes and procedures.

The purpose of the Exams Policy is:

- To ensure the planning and management of examinations is conducted in accordance with JCQ/Examining body guidance and in the best interests of candidates involved.
- To ensure that all staff involved are aware of their roles and responsibilities within the examination process and can contribute towards the efficient operation of both internal and external examinations
- To identify and manage any relevant risks/challenges associated with the controlled assessment process.

This policy should be read in conjunction with the full JCQ guidance document 'Instructions for conducting Examinations', a copy of which can be found in the staff shared area as follows:

[T:\3. Data and Assessment\Examination and Assessments\JCQ Policies.](#)

1. Roles and Responsibilities of Staff

It is the responsibility of all staff members involved in the examinations process to understand and implement all guidance and procedures set out within this policy and relevant JCQ guidance documents. Specific responsibilities for planning and management of examinations are established as follows:

Senior Leadership Team (Curriculum and Outcomes)

The Senior Leadership (Curriculum and Outcomes Team) have overall responsibility for ensuring that all examination processes within the School are conducted effectively and in accordance with JCQ/Examining Body regulations, including:

- Ensuring appropriate information is provided to all relevant staff in relation to examination timetables and application procedures as set by the various exam boards.
- Ensuring all candidates and their parents are informed of and understand the aspects of the examination timetable and regulations that will affect them.
- Ensuring that candidates are provided with notification of results to all external examinations in accordance with the appropriate deadlines set out by the Examining Body(s).
- Ensuring that appropriate advice is provided in relation to the process of appeals / remarks where this might be needed.

Examinations Officer

The Examinations Officer is responsible for managing all examination processes within the School, in accordance with JCQ/Examining Body regulations, including:

- Managing the process of the estimated entries for all external examinations and qualifications.
- Managing the distribution of appropriate information and all procedures involved in the process of examination entries for all examinations within the School.

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- Managing the process of developing and distributing timetables and all other relevant information to staff and candidates for all examinations in which candidates will be involved, including managing any potential/actual timetable clashes.
- Managing the process of receipt / dispatch, checking and secure storage of all examination papers, examination materials and candidates completed scripts in accordance with JCQ regulations.
- Managing the appropriate scheduling of Invigilation staff for all examinations within the School, including ensuring the appropriate recruitment, training and monitoring of exams invigilation staff, where applicable.
- Managing effectively all processes associated with applications for special consideration, using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*.
- Managing effectively the administration of all examinations, including the layout of examination venues, the distribution of all examination materials prior to the examination and the collection/ dispatch of examination materials following completion of all examinations.
- Ensuring that any suspicions or actual incidents of malpractice are reported to a member of the Senior Leadership Team (Curriculum and Outcomes) immediately as set out in the JCQ document '*Suspected malpractice in examinations and assessments*'.
- Managing effectively, the process of any appeals and/or remarks in accordance with all appropriate regulations and guidance.
- Managing the efficient administration and recording of all income and expenditures relating to examinations within the School.

Progress and Standards Team Leader

The Data Manager is responsible for ensuring the efficient collation and dissemination of all examination results to staff and candidates, in accordance with all relevant guidance.

Heads of Department and Subject leaders

Heads of department and subject leaders are responsible for ensuring the completion of all examination processes within their department, including:

- Accurate completion of pupil entries, including entry tiers where applicable, in accordance with all relevant deadlines.
- Accurate completion of assessment mark sheets and declaration sheets for all controlled assessment/coursework/internally assessed elements, in accordance with all relevant deadlines and examining body guidance.
- Ensuring that full details of all examination and controlled assessment/coursework units are provided to the Examinations Officer at the start of each academic year.
- Ensuring that pupils are fully prepared for all examinations applicable to their department / subject including provision of all relevant subject specific information and relevant examination materials.

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SENCO

The SENCO is responsible for ensuring the efficient administration of all processes relating to access arrangements, including:

- Ensuring efficient administration of all processes associated with the application of individual pupil's access arrangements, including identification and assessment of individual pupil's requirements for access arrangements (as soon as possible after the start of the course).
- Notification relayed to all relevant staff of the details of any access arrangements that apply to individual pupils (as soon as identified).
- The allocation of all necessary additional support to meet the needs of individual pupils in receipt of access arrangements and communication of all such provisions directly to the Examinations Officer.

Invigilators

Invigilators are responsible for the efficient operation of all examinations, in accordance with JCQ/Examining Body regulations, including:

- Distribution of examination papers and other material within the examination venue.
- Supervision of examinations, in accordance with JCQ/Examining Body regulations and guidance provided by the School through training.
- Accurate registration of pupils sitting examinations and immediately reporting any pupil absences directly to the Examinations Officer.
- Collection of all examination papers and examination materials at the end of the examination and ensuring they are returned to the Examinations Officer in the correct order.

Pupils

Pupils are responsible for ensuring they comply with all JCQ/Examining Body regulations throughout all examinations and controlled assessment/coursework/internally assessed elements, including:

- Ensuring they understand all information provided to them in the 'Instructions to candidates' documentation and guidance provided by the School.
- Ensuring they follow, immediately, all instructions that are given by invigilators and other relevant staff.
- Confirming and signing all relevant entry documentation and candidate declarations to authenticate examination coursework/controlled assessment/internally assessed entries.

2. Qualifications Offered By the School

The qualifications offered at Frederick Bremer School are decided by the Headteacher, in consultation with the Deputy Head Teachers (Curriculum and Outcomes).

The qualifications currently offered by Frederick Bremer School are:

- GCSE
- Level 1/Level 2 vocational qualifications

The subjects offered for these qualifications in any academic year may be found in the School's published prospectus for that year – Any change to the qualification and/or syllabus offered, following publication of this prospectus, must be made in consultation with the Deputy Headteacher (Curriculum and Outcomes) and communicated to pupils/parents and the Examinations Officer.



3. Exam seasons and timetables

Examination seasons

This policy covers both external examination and internal examination seasons scheduled by the Senior Leadership Team, including:

- External GCSE Examinations scheduled for May / June or as otherwise advised by the Deputy Headteacher (Curriculum and Outcomes).
- Internal examinations scheduled for December, March and June.
- All relevant examinations comprising approved units of study for vocational qualifications whether Witten or completed on-line.

Timetables

Once confirmed by the Deputy Headteacher (Curriculum and Outcomes), the Examinations Officer will communicate the details of all examination timetables for internal and external exams.

4. Entries, Entry Levels / Tiers and Entry Deadlines

Entries

All pupils are entitled to be entered, and should be enabled to achieve, a qualification from an external awarding body for each subject that they have studied at Key Stage 4.

- All decisions on whether a pupil should not take an individual subject will be taken in by the Deputy Headteacher (Curriculum and Outcomes) in conjunction with the pupil, parents/carers, Head of department/Subject leader. The Headteacher will always be consulted.
- Parents/carers or pupils, can request additional subject entries, or withdrawal from subjects offered by the School but the final decision will rest with the school.

Entry Levels/Tiers

All entries will be made for the appropriate level/tier of entry to maximise the individual pupil's success and will be based on the previous assessment data held by the School.

- All decisions on the most appropriate level/tier of entry will be taken in by the Head of Department/Subject Leader in consultation with the Deputy Headteacher (Curriculum and Outcomes) and will be communicated to pupils and parents/carers.
- Parents/carers or pupils may request amendments to the level/tier of entry offered by the School but the final decision will rest with the school.

Entry deadlines

All entries for both external and internal examinations must be completed in accordance with the relevant deadlines and procedures

- All deadlines and procedures for completing entries for both external and internal examinations will be communicated to Heads of Department / Subject Leaders by the Examinations Officer
- Any entries made subsequent to published deadlines must be approved by the Deputy Headteacher (Curriculum and Outcomes).

5. Exam Fees

The full cost of all normal entry fees will be paid by the School for entries approved by the Deputy Headteacher (Curriculum and Outcomes) and completed in accordance with relevant guidance and deadlines will be paid by the School on behalf of candidates.

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- Late entry fees incurred by the School due to the failure to adhere to published entry deadlines by any Head of Department / Subject Leader will be debited from departmental capitation, unless authorised by the Deputy Headteacher (Curriculum and Outcomes).
- Costs incurred by the School for any level / tier of entry amendments or withdrawals requested by pupils or parents / carers will be charged accordingly, unless arising from an administrative error by the School or agreed otherwise by the Deputy Headteacher (Curriculum and Outcomes).

6. The Disability Discrimination Act (DDA), Special Educational Needs and Access Arrangements

All examination procedures with the School ensure that the Centre meets the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Equality Act 2010.

Disability Discrimination Act (DDA)

All staff must ensure that the access arrangements and special consideration regulations and guidance are applied consistently in all examinations and assessments.

- The Examinations Officer will ensure that all examination venues offer appropriate levels of accessibility to meet the needs of individual pupils.

Special Educational Needs

A pupil's special educational needs requirements are determined by the SENCO (in consultation with the educational psychologist) and appropriate support arrangements put in place at all stages of the examination process.

- The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Assistant Headteacher.

- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO and exams officer, overseen by the Assistant Headteacher (Exams).
- Accommodation for candidates needing a reader or scribe will be arranged by the SENCO in conjunction with the Examinations Officer.
- Accommodation for candidates requiring any reasonable adjustments to the examination venue, or otherwise, will be arranged by the SENCO in conjunction with the Examinations Officer.
- Full details of the Access Arrangements processes in place within the School can be found in Appendix 1.

7. Estimated Grades

Estimated grades may be requested by Examining Bodies to support with estimation of grades in the event of a pupil's absence from any element of the examination timetable and/or to support with other administrative processes.

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- Communication of any estimated grades requested by an Examining Body will be completed by the Examinations Officer.
- Heads of Department/Subject Leaders will be responsible for providing accurate details of pupil's most likely GCSE outcome within their subject at any point that these are requested by the Examining Body.

8. Managing Invigilators and Examination Venues

The Examinations Officer has overall responsibility for ensuring the effective operation of both the examination venue and ensuring that invigilation of examinations is conducted in accordance with JCQ/Examining Body regulations.

Managing Invigilators

The Examinations Officer will ensure that appropriate scheduling in of Invigilation staff for all examinations, including managing the recruitment of Invigilation Staff for external examinations, where appropriate.

- All external examinations will be Invigilated by appropriately trained Invigilation staff and supported with appropriate guidance/briefing from the Examinations Officer.
- All internal examinations will be invigilated by teaching staff and supported with appropriate guidance/briefing from the Examinations Officer.
- Appropriate support/invigilation staff will be scheduled to support with the administration of access arrangements for both internal exams and examinations.
- All necessary training and DBS reference checks will be organised by the Examinations Officer, in accordance with the School's Recruitment Policy, with all associated costs met by the School.
- Invigilators' rates of pay are set by the Director of Support Services in consultation with the Senior Leadership Team.

Examination Venues

The Exams Officer will ensure that all examinations are allocated to appropriate venues and ensure that venues bookings are confirmed with all relevant staff prior to publication of all examination timetables.

- Following receipt of the venue booking it is the responsibility of the Site Team to ensure that the venue is set up accordingly.
- A designated member of the Senior Leadership Team will be present at the start and finish of all examinations to ensure an efficient running to the examination and to supervise the movement of pupils within the premises at the start / finish of the exams.
- The Site Team will provide appropriate storage of pupil's bags and coats for all examinations, including provision of storage racks prior to the examination start, safe storage during the examination and making them available at the end of the examination.
- Subject staff should be available outside the examination venue for all external examinations to assist with any queries that may arise but must not enter the examination venue or look at the exam paper unless they are requested to do so by the examinations officer - Subject teachers may be requested to be available for practical examinations in case of any technical difficulties.
- External examination papers will be made available to subject teachers 24 hours after the published finishing time of the examination. Should this be prior to a weekend or public holiday it will be made available on the first working day after this time.



9. Candidates, Clash Candidates and Special Consideration

Candidates

Pupils must wear full school uniform and adhere with both the School's behaviour expectations and JCQ regulations throughout all examinations – Any failure to adhere to these expectations will be subject to actions detailed in JCQ regulations.

- Specific rules for the use of mobile phones and electronic devices apply at all times and must be adhered to by all pupils.
- Candidates' personal belongings remain their own responsibility and the School accepts no liability for any loss or damage to personal belongings.
- Candidates may leave the examination venue for a genuine purpose requiring an immediate return to the examination venue, in which case a member of staff or invigilator must accompany them.
- The Assistant Headteacher (Exams) and Examinations Officer are responsible for candidates who arrive late to their examination and will make appropriate arrangement in accordance with JCQ guidance. The Exam Officer will keep a list of candidates who fail to turn up for their exam.

Clash Candidates

The Examinations Officer will identify any instance of clashes within individual pupil's examination timetables and ensure that appropriate arrangements are in place for re-scheduling this examination and provision of any necessary additional supervision.

Special Consideration

Special considerations might be applied for individual pupils in specific given circumstances.

- Should a pupils be ill before an examination, suffer bereavement or other trauma, or otherwise disadvantaged or disturbed during an exam, then it is the pupil's or parents' responsibility to inform the Examinations officer at the earliest possible opportunity – Any absence from an examination must supported by the provision of appropriate evidence, such as a letter from the pupil's Doctor.
- Should pupils be taken ill or otherwise disadvantaged or disturbed during an exam, then it is the Invigilator's responsibility to inform the Examinations officer at the earliest possible opportunity.
- Upon receipt of appropriate evidence the Examinations Officer will complete an application for special consideration to be applied and passes to Assistant Headteacher (Exams) for approval. The Examinations Officer will then forward a completed special consideration form to the relevant awarding body prior to established deadlines.

10. Fire Alarm

In The Event Of the Fire Alarm Being Activated During an Examination:

- The Lead invigilator will tell students to stop writing and put all equipment down
- The time the examination was stopped must be recorded in writing on the board and pupils instructed to leave all examination materials in the examination venue.
- Pupils must be led from the examination venue by an invigilator, assembled on the MUGA and registered immediately
- All pupils evacuated from an examination venue are to be kept isolated from the remainder of the school and remain under full examination conditions at all times

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- Following confirmation from the Chief Fire Marshall, all pupils must be escorted back into the examination venue by the invigilation team
- The examination should re-commence for the full remaining time allocated to pupils
- The Examinations Officer will notify the relevant examining body of the disruption and advise the Senior Leadership of any response received

Full details of these arrangements will be communicated to pupils prior to commencing the examination.

11. Controlled Assessment/Coursework/Internally Assessed Elements Inc. Appeals

Completion of Controlled Assessment/Coursework/ Internally Assessed Elements

It is the responsibility of pupils to ensure that all controlled assessment/coursework/ internally assessed elements are completed in accordance with all relevant guidance and deadlines provided by the School and/or examining body.

- Heads of department/subject leaders will ensure that pupils receive all relevant guidance and support to ensure that they can complete controlled assessment/coursework/ internally assessed elements.
- Heads of department/subject leaders will ensure that all controlled assessment/coursework/ internally assessed elements are conducted in accordance with the School's 'Controlled Assessment' Policy.

Appeals against Internal Assessments

Pupils may appeal against assessment decisions if they feel that controlled assessment/coursework/ internally assessed elements have been assessed unfairly, inconsistently or not in accordance with the specification for the qualification

- All appeals should be made in writing to the Assistant Headteacher (Exams) within a week of receiving the grade, who will investigate and conclude whether the process used conformed to the necessary requirements.
- Full details of the findings from any investigation following receipt of an appeal will be provided in writing to the Examinations Officer and appellant and recorded for awarding body inspection.
- Full details of the 'Appeals Procedure' are available from the Examinations Officer on request.

Staff Responsibilities for GCSE Controlled Assessment

Full details of individual Staff responsibilities and details of School processes in relation to controlled assessment/coursework/ internally assessed elements can be found in the School's Controlled Assessment Policy – See Appendix 3 attached.

12. Results, enquiries about results (EARs) and access to scripts (ATS)

Results

Pupils will receive a statement of results either in person at the School on results days or by post to their home addresses shortly afterwards (pupils must provide sae) - Results will be available to pupils, as described, providing they have returned all text books/equipment and paid any outstanding exam fees to the school.

- Arrangements for the school to be open and appropriate staff to be present on results days will be made by the Assistant Headteacher (Exams) in consultation with the Headteacher.

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- Full details of the arrangements for pupils to receive their results will be communicated to pupils and parents/carers by the Examinations Officer.

Enquiries about Results (EAR)

EARs may be requested by School staff, pupils or parents/carers if there are reasonable grounds for believing there has been an error in marking. If a result is queried, the Assistant Headteacher (Exams) and Examinations Officer, will advise as to the feasibility of requesting a re-mark at the School's expense.

- All costs incurred during EAR request approved by the Assistant Headteacher (Exams) will be paid in full by the School.
- When the School does not uphold an EAR this may be requested by a pupil or parent/carer. If a candidate requires this against the advice of School staff, they will be responsible for all costs incurred.

Access to Scripts (ATS)

After the release of results, candidates may request the return of written exam papers within 2 weeks of the receipt of results. Subject staff may also request the return of written scripts, though consent of the candidate must be sought.

- All costs incurred during ATS request approved by the Assistant Headteacher (Exams) will be paid in full by the School.
- When the School does not initiate an ATS request then the candidate or parent/carer initiating the request will be responsible for all costs incurred.

13. Certificates

Following receipt from the examining bodies, all Certificates will be made available to pupils for collection from the School reception in November.

- Certificates may be collected by candidates in person from the School reception during the normal school hours.
Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing by the candidate.



Appendix 1 – Access Arrangements

The School is committed to ensuring that all examination procedures ensure that the Centre meets the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Equality Act 2010. This appendix outlines the School's processes surrounding the provision of access arrangements to ensure that candidates are not disadvantaged by any learning, medical, physical, sensory or psychological difficulty they may experience

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a disadvantage in comparison to someone who is not disabled. According to statutory guidance, disability means 'limitations going beyond the normal differences in ability which may exist among people'. A candidate with a disability or difficulty which has a substantial and long term effect on performance in examinations may qualify for access arrangements.

Access arrangements should allow students with substantial long term special educational needs or short term illnesses or injuries to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their knowledge and skills. The intention is to remove barriers that may prevent them from demonstrating their knowledge and to allow them on to a 'level playing field' with other candidates.

The School must assess each potential candidate and make justifiable and professional judgements about the learner's potential to successfully complete and achieve the qualifications. Some types of disability may affect the candidate's ability to demonstrate one or more of the assessment objectives. An alternative route may be available in the specification and advice must be sought from the awarding body. In some cases, a disabled candidate may have to be exempted from a component if that is the only reasonable adjustment available to enable him/her to overcome a substantial disadvantage in accessing the specification.

Access Arrangements encompass a wide range of provisions which may include: being allowed to sit examinations in a smaller room, supervised rest breaks, use of colour overlays, prompter, extra time, reader, scribe, use of a word processor, practical assistant, etc.

The Identification of candidates who might need access arrangements

The identification of candidates who might need access arrangements can occur in several ways:

- Information from a previous school, detailing a history of Special Educational Needs (SEN).
- A concern voiced by a member of school staff about a candidate with difficulties that prevent them from completing assessments or practice papers.
- A concern raised by a parent / carer who feels that their child is attempting but unable to complete work set in class and as homework.

In all instances where it appears that a candidate might be at a genuine disadvantage, then the School will make arrangements to assess the candidate fully in order to ascertain any need for the provision of access arrangements. In all cases, the School must be satisfied that the candidate has an impairment which has a substantial and long term adverse effect, giving rise to persistent and



significant difficulties. 'Long term' means the impairment has existed for at least 12 months, or is likely to do so.

- Candidates with special educational needs are not automatically eligible for access arrangements. For example, a student with a slight hearing impairment, a previous diagnosis of 'mild dyslexia' or a physical disability that does not affect performance in an examination may not meet the criteria for access arrangements.
- Parents/carers may choose to arrange an assessment out of School. It must, however, be noted that private assessments do not guarantee arrangements without the 'picture of need' that is required before an application is made. If a private assessment is carried out, it should be undertaken by a suitably qualified person and accepted as such by the college as the name of the assessor must be included on the application. The parents should provide the school with a copy of the report, which should include a section laid out as Form 8.

In all cases, access arrangements should reflect the support that is usually given to the student in the classroom, internal tests and mock examinations. This is commonly referred to as the 'normal way of working.' A candidate may, therefore, require access arrangements in all his/her written examinations, or they may only need arrangements in those requiring extended answers. The school must compile evidence that supports each candidate's particular need for arrangements.

Notification about access arrangements

If not already on the SEN Register, the candidate will be recorded as 'SEN - Known' / 'SEN Support' and all subject teachers will be informed. In this way their teachers will be provided with information on their needs, targets, teaching strategies and access arrangements.

- Parents / carers are informed by letter when formal applications for access arrangements are approved. The arrangements are named and an information leaflet is provided.

Candidates with access arrangements sitting several exams on the same day

Occasionally, a candidate may have several exams scheduled on the same day. If the total time, including extra time, totals more than 5 ½ hours (GCSE), it may be possible to carry one exam over until the next day, providing certain guarantees regarding supervision are made by parents or carers.

Sometimes a candidate with medical difficulties causing fatigue may have a clash of exams. In such a case one exam might be delayed, in order to allow the candidate to rest, before sitting the second exam. They must be supervised in isolation during the intervening period.

Candidates sitting examinations set by awarding bodies not regulated by JCQ

When a candidate is entered for an examination set by an awarding body that is not regulated by JCQ, s/he may find that the rules regarding access arrangements are different. In most cases, the candidate's evidence of need will be accepted, although a separate application must be made, but the awarding body set their own rules regarding access arrangements and their use in specific subjects, e.g. a scribe may be allowed in English by JCQ but not by CIE.



Vocational Qualifications

A large number of access arrangements and reasonable adjustments can be used to facilitate access to vocational qualifications, as long as they do not impact on any competence standards being assessed. They must not affect the reliability or validity of assessment outcomes nor must they give the learner an unfair advantage.

Temporary arrangements

Temporary arrangements may be required by candidates suffering from illness or injury during periods with examinations. In general, candidates with leg injuries are accommodated in the main rooms near the doors for easy access and exit.

- Candidates with an illness or injury that has a direct impact on their ability to access the examination should obtain a letter from a GP, consultant or other professional giving a brief outline of their condition and the access arrangements that are deemed to be necessary. For example, a right-handed candidate whose right arm is broken may need a scribe and some extra time, as it is not their normal way of working and dictating to a scribe may be difficult for them. A candidate with a painful back condition may require supervised rest breaks in order to stand and move around.
- In all cases where an access arrangement or a reasonable adjustment is needed, the school is entitled to expect reasonable notice to carry out its responsibilities. Where a need for access arrangements has been identified before an examination session, the SENCO and Examinations Officer should be provided with medical evidence in reasonable time. Please note that, dependent on the reason for their provision, temporary arrangements may only last for one examination. In such instances, if the condition persists, another letter may be required for the next examination.

Examination Venues

Upon identification of the need to provide access arrangements, the SENCO will liaise with the Examinations Officer to ascertain an appropriate location for the candidate to complete each examination and/or controlled assessment.

- Candidates sitting their exams in smaller rooms are expected to comply with the general regulations issued by JCQ. For example, mobile phones and data recording devices are not permitted in examination rooms for candidates with access arrangements under any circumstances. Some procedures, however, may vary slightly from those followed in the main examination venue. For instance, in a room for candidates with extra time or rest breaks there may be more than one exam taking place and so the seating is arranged to accommodate their needs and to take into account the duration of each exam.
- It must be noted that staffing and room constraints mean that candidates cannot normally be seated alone in a separate room.

Alternative venue away from the school

On very rare occasions, a candidate may need to sit an examination at an alternative location, such as at a hospital due to a severe medical condition or profound psychological condition which prevents them from taking examinations within the school.

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In such instances, the school must ensure that JCQ guidelines are followed with regard to conduct, procedures and staffing and the school must be satisfied that the candidate is well enough to take the examination.

Ratified



Appendix 2 - Exams Contingency Plan – Frederick Bremer School

Exam Rooms			
Risk	Early Warning	Control To Prevent	Control To Resolve
Invigilator/s does not turn up	Phone call or scripts not collected	Invigilator timetables – sign tear off slips to confirm dates	Have emergency invigilator rota prepared. Probably made up of T.A's
Fire alarm activated			Ensure invigilators are aware of policy (attached). SLT to assist in maintaining security of exam. Specific assembly area for exam candidates.
Student taken ill during exam			Invigilator aware of policy and location of Welfare room. Exam Officer to be informed asap.
Bad weather/Transport problems	Weather/News report	Possible delay to start of exam	Delay start, contact Awarding Body & isolate candidates.
Students do not turn up for exam		Student timetables. Info from subject teachers	Senior invigilator responsible for informing Examinations Officer of any absence at start of exam. Examinations Officer will arrange for necessary phone calls.
Students turn up who are not entered/or incorrect level paper		Subject teacher/HOD ensures entries are correct.	Check correct paper with subject teacher, amend attendance list and make entry. Charge late fee to dept. If recurring problem see AHT (Exams).
Cheating in exam room	Invigilator reports problem	Warning documentation to candidate and verbal info from teachers	Invigilator aware of policy, SLT on-call to deal with malpractice issue.
Disruption in the exam room	Invigilator reports problem	Prior warning to candidates from teachers. Notification of problem students to EO in advance in order to isolate if necessary	Invigilator aware of policy, SLT on-call to deal with removal of disruptive candidate if invigilator deems necessary
Late arrivals	Phone call or just turn up late	Candidate timetables/exam booklets and info from teachers	Invigilator aware of policy. Complete late arrivals from.

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Exam Office			
Risk	Early Warning	Control To Prevent	Control To Resolve
Exam Officer sick	Phone call to Line Manager/Assistant Headteacher (Exams)		NTI/APB have access to scripts/ Exam room and is aware of dispatch procedure etc.
Curriculum/Examination changes	Government white paper, QCA and Exam boards		Liaison with SLT re: action plan to implement changes.
System failure/power cut either at entry time or with script storage facility			Entries: Contact AB's to inform entries will be late. Script Storage: Inform APB and contact Site Services.
Receiving inaccurate or late entry information		Subject teachers/HOD's to be given plenty of time to check entry lists.	Late fees to be charged to depts. If recurring problem see SLT.
Change of syllabus without notification	Pre-release material does not arrive or is incorrect	Subject teachers/HOD's to ensure entry checklists are correct.	Contact AB's
Dispatch address labels/exam attendance registers not received		Ensure at least 1 week before exam that all labels/registers received	Contact AB's & have labels/registers emailed. Print labels on Yellow paper

Access Arrangements			
Risk	Early Warning	Control To Prevent	Control To Resolve
Invigilator/s does not turn up	Phone call or scripts not collected	Invigilator timetables – sign tear off slips to confirm dates	Have emergency invigilator rota prepared. Probably made up of T.A's
Temporary arrangements are required by candidate	Phone call from parent/carer		Temporary arrangements assessed by SENCO and implemented through appropriately trained TA if necessary.
Total examination time exceeds 5 1/2 hours in any day	Review of candidates with exam clashes	Discuss with candidate and parent/carer to ascertain if it is necessary to hold one examination over to the next day	If required, seek guarantee of supervision from parent/carer and schedule examination for next day.
Alternative examination venue required outside of the school	Information regarding applicable medical condition received from parent/carer		Ensure that appropriate invigilation arrangements and exam conditions are in place for alternative venue.



Appendix 3 – Controlled Assessment Protocols

Overview

Controlled assessment is an internally assessed element of many GCSE specifications; it encourages pupils to demonstrate their understanding/ability through developing extended responses to a pre-agreed tasks. As an integral element of a pupil's overall GCSE assessment, It is in the interests of all involved that pupils complete high quality assessments and controlled assessment should be seen as a priority in raising standards and tackling underachievement.

The Purpose Of The Controlled Assessment Protocols Are:

- To ensure the planning and management of controlled assessment tasks is conducted in accordance with JCQ/Examining body guidance and in the best interests of the pupils involved.
- To ensure that all staff involved are aware of their roles and responsibilities within the controlled assessment process and can contribute towards the efficient operation of the School's controlled assessment system.
- To identify and manage any relevant risks/challenges associated with the controlled assessment process.

These protocols should be read in conjunction with the full JCQ guidance document 'Instructions for conducting controlled assessments (legacy GCSE qualifications)', a copy of which can be found in the staff shared area as follows:

[T:\3. Data and Assessment\Examination and Assessments\JCQ Policies\2. Controlled Assessments.](#)

1. Roles and Responsibilities of Staff

It is the responsibility of all staff members involved in the school's controlled assessment process to understand and implement all guidance and procedures set out within these protocols. Specific responsibilities for planning and management of controlled assessments are established as follows:

Senior Leadership Team

- Ensure that each department carries out controlled assessment in accordance with both these protocols and the full JCQ guidance document '**Instructions for conducting controlled assessments (legacy GCSE qualifications)**' (Curriculum Line Managers)
- Liaise with Heads of Departments and subject leaders to ensure that all controlled assessments are scheduled appropriately throughout the year and that appropriate ICT resources are available where required (Curriculum & Outcomes Team)

Heads of Department & Subject Leaders

- Ensure that the controlled assessment processes within their department in/subject are managed in accordance with both these protocols and the full JCQ guidance document '**Instructions for conducting controlled assessments (legacy GCSE qualifications)**'
- Ensure that all teachers in their department are familiar with the departmental processes and subject specific guidance for controlled assessment and that they understand their roles and responsibilities in accordance with the relevant documents and guidance.
- Ensure that all controlled assessment takes are set appropriately and in accordance with subject specific guidance contained within the appropriate specification, including developing new assessment tasks/adapting sample assessment tasks to meet local circumstances, where appropriate.
- Ensure that parents/carers and pupils are aware of key dates in their subjects' controlled assessment programme and that the parents / pupils are aware of the requirements for controlled assessment including any relevant information contained in the JCQ Information for Candidates document.



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- Ensure that appropriate measures are in place to support pupils who receive exam access arrangements, including liaison with the SENCO concerning any additional staff support and/or additional time as required.
- Ensure that appropriate arrangements are in place to moderate/standardise candidates work across the department and ensure that documentary evidence is retained from all moderation/standardisation activities.
- Ensure that appropriate arrangements are in place to securely store all confidential materials, together with candidates' work, at all times - Secure storage is defined as a secure locked steel cabinet or similar.
- Ensure that, post moderation/standardisation, full details of pupil's controlled assessment marks and all supporting administrative records are provided to the relevant Examining Body, including any samples of pupil's work, and that arrangements are in place to securely store any remaining pupil's work until the closing date for enquiries about results - In the event that an enquiry is submitted, then pupil's work should be securely stored until the outcome of the enquiry and any subsequent appeal has been received by the School.

Teaching Staff

- Ensure that all controlled assessment tasks are delivered in accordance with departmental guidance, these protocols and the full JCQ guidance document '*Instructions for conducting controlled assessments (legacy GCSE qualifications)*'
- Ensure they fully understand and conduct all controlled assessment tasks in accordance with subject specific guidance, as provided by the Examining Body, including undertaking any relevant CPD activities.
- Ensure that appropriate measures are administered to support pupils who receive exam access arrangements, including providing guidance to any additional staff and/or provision of additional time as appropriate.
- Ensure that candidates work is assessed in accordance with the subject specific criteria provided by the Examining Body and, subsequently, participate in all departmental moderation/standardisation processes as detailed by the Head of Department/Subject leader.
- Ensure that all administrative records, including candidate declarations, are completed in accordance with subject specific guidance from the Examining Body.
- Ensure that all confidential materials, together with candidates' work, are securely stored at all times throughout completion of the controlled assessment task - Secure storage is defined as a secure locked steel cabinet or similar.

Examinations Officer

- Ensure that all confidential materials that are directly received by the examinations officer, whether electronic or hard copy, are received, stored and distributed securely and in accordance with any relevant deadlines.
- Ensure that full details of all Examining Body deadlines for submission of controlled assessment marks are provided to curriculum Line Managers in advance of these dates.
- Ensure that appropriate controlled assessment mark-sheets are downloaded and/or distributed to relevant Heads of Department/subject leaders, in accordance with any relevant deadlines.
- Ensure that any mark-sheets, pupil's work or materials constituting samples of work requested by Examining Bodies and received in advance of any published deadline, are stored securely and dispatched appropriately and in accordance with published Examining Body deadlines.

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SENCO/Learning Support Co-ordinators

- Ensure that full details of pupils who are entitled to access arrangements and details of all relevant provisions and/or additional support are provided to Heads of Department/subject leaders at the beginning of the academic year.
- Ensure, in conjunction with Heads of Department/subject leaders that appropriate measures and resources are in place to support pupils who receive exam access arrangements including, where applicable, the allocation of additional staff to support pupils.

Pupils

- Ensure that all controlled assessment tasks are completed in accordance with instructions/guidance from their subject teacher in conjunction with the JCQ guidance outline in '**Information for candidates – controlled assessments**'.

Head Teacher

- Ensure that any instances of suspected or actual malpractice are reported to the relevant Examining Body immediately and that any allegation of mal-practice is investigated fully and in accordance with all relevant guidance.

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2. Identifying And Managing Risks Within The Controlled Assessment Process

Potential Risks And Issues	Actions To Mitigate Risk/Issue	By Whom
Controlled assessment schedule clashes with other activities resulting in pupil absences	Consult the School Calendar prior to scheduling any controlled assessment task to check whether there will be a clash with other activities and ensure that details of any scheduled controlled assessment are recorded in the School Calendar.	Head of Department
Controlled assessment schedule requires access to ICT facilities	Before confirming your department schedule for controlled assessment check whether ICT facilities are available for the relevant periods. If available, any ICT facilities should be booked through the School Room Booking system. *For Core subjects / large cohorts it is likely that controlled assessment tasks will need to be scheduled carefully in order to enable access to ICT facilities at the appropriate times for all pupils.	Head of Department *Any issues with access to ICT facilities should be discussed with a member of the Curriculum & Outcomes Team.
Examining Body website unavailable / subject teacher unable to access controlled assessment material at the time of the assessment	Access secure content via the Examining Body website well in advance of the scheduled assessment, ensuring that all appropriate permissions are allocated in advance of access.	Head of Department / Subject Teacher
Different elements of the controlled assessment tasks are subject to different control levels	Ensure teaching staff know what level is applicable to each element of the controlled assessment and understand what is involved - Provide trainings if required	Head of Department / Subject Teacher
Teaching staff absent for scheduled controlled assessment tasks	Ensure that full details of the task, control levels and applicable guidance are provided to the allocated cover teacher, if practicable to continue the assessment / Plan alternative session(s) where required.	Head of Department / Subject Teacher
Candidates absent for all or part of controlled assessment (various reasons)	Ensure that parents/carers and pupils are aware of the schedule for all controlled assessment tasks. Plan alternative session(s) for absent candidates	Head of Department / Subject Teacher
Pupils fail to adhere to Examining Body / JCQ regulations whilst completing controlled assessment and/or are involved in plagiarism.	Ensure that pupils are informed of the appropriate JCQ/Examining Body regulations prior to completing controlled assessment tasks. *Any pupil failing to adhere Examining Body / JCQ regulations and /or involved in plagiarism should be reported to the departmental Line Manager immediately.	Head of Department / Subject Teacher

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Potential Risks And Issues	Actions To Mitigate Risk/Issue	By Whom
Internal deadline for completion of controlled assessment not met by pupil(s)	Ensure that pupils and parents/carers are provided with details of all controlled assessment deadlines and are informed if deadlines are not met / additional time is required to complete the assessment.	Head of Department / Subject Teacher
Elements of the controlled assessment process are not scheduled appropriately to meet internal and Examining Body deadlines	Ensure that controlled assessment tasks are scheduled to be completed prior to the School's internal deadline and that sufficient time is planned for marking and moderation/standardisation processes prior to the Examining Body deadline.	Head of Department
Examining Body mark-scheme / grading descriptors are misinterpreted by teaching staff	Ensure teaching staff receive appropriate guidance / support to enable them to interpret mark-schemes / grading criteria correctly. Ensure that pupil's work is re-marked if necessary. *It is good practice to ensure that at least 1 member of the department has completed the relevant Examining Body training session and that this is shared with all members of the department prior to the marking process.	Head of Department
Moderation / standardisation of pupil's work requires affectional time to ensure compliance with Examining Body deadlines	Ensure that moderation/standardisation sessions are scheduled in advance – any request for teachers to be off timetable to complete these processes should be discussed with the departmental Line Manager and accompanied by a completed calendar request form. moderation/s please discuss this with your Line Manager	Head of Department / Subject Teacher in liaison with Line Manager
Confidential materials / candidates work are not kept securely during completion of the controlled assessment and/or moderation / standardisation processes	Ensure that secure storage facilities are allocated to all controlled assessment materials and teaching staff are aware of / adhere to these arrangements at all stages of the controlled assessment process.	Head of Department / Subject Teacher

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Please complete this form with information about your department / subject Controlled Assessment process and return to the Examination Officer prior to undertaking any Controlled Assessment activities.

Department / Subjects

Member of staff responsible:

Date(s) of controlled assessment

Section 1 – Details of the controlled assessment task

Controlled assessment element (e.g. Research, analysis, etc)	Control level (e.g. High / Medium / Low)	Staff responsible (e.g. HOD, Subject teacher, etc)

Section 2 - Controlled Assessment checklist – Please tick.

All controlled assessment tasks have been scheduled appropriately and are recorded in the School Calendar

Appropriate ICT Facilities have been booked through the School room booking system (if applicable)

All relevant teaching staff are aware of the task requirements and all relevant Examining Body / JCQ guidance

Parents / Carers have been informed of the schedule of controlled assessment tasks including relevant deadlines

All relevant teaching staff have received / will receive appropriate guidance to interpret the Examining body mark-scheme.

Arrangements are in place / will be scheduled to ensure that moderation is completed in accordance with Examining Body regulations

Section 3 – Secure storage arrangements

Please provide details of arrangements that are in place to securely store all confidential material and/or pupil's work

Location / Method	Staff responsible

Section 4 – Acknowledgement of applicable guidance

I have read and understood all relevant guidance / regulations contained in these protocols and provided by the Examining Body / JCQ.

Signed:

Date: