

# **Buile Hill Visual Arts College Examinations Policy 2016 - 2017**

## **The Policy Purpose**

The purpose of this exams policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interests of candidates.
- To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exam policy will be reviewed annually.

The exam policy will be reviewed by the Head of Centre, Deputy Head, Head of Departments, Senior Leadership Team and the Examinations Officer.

## **Exam Responsibilities**

### **Head of Centre**

- Having overall responsibility for the school as an exams centre.
- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice.  
*Refer to the JCQ document – Suspected malpractice in examinations and assessments.*

### **Examinations Officer**

Manages the administration of public and internal examinations.

- Advises the senior leadership team, Head of Departments, Subject and Class Tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.

- Receives checks and stores securely all exam papers and completed scripts.
- Administers access arrangements with SENCo and makes applications for special consideration using JCQ publications for access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the senior exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams.
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/remark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.

### **Deputy Head**

- Organises teaching and learning.
- Manages external validation of courses followed at key stage 4/post 16.

### **Pastoral Manager**

- Guidance and pastoral overview of candidates who are unsure about exam entries or amendments to entries.
- Guidance and supervision of candidates entering and leaving examination rooms.

### **Heads of Department / Director of Curriculum**

- Guidance and subject overview of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set out by the exams officer.

### **Teachers**

- Notification of access arrangement requirements (as soon as possible after the start of the course)
- Submission of candidates' names to heads of department.

### **The Sen Coordinator SENCo**

- Identification and testing of candidates, requirements for access arrangements.
- Application of access arrangements on-line and report details to exam board and exams officer.
- Provision of additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims.

### **Attendance Officer**

- Contact candidates/parents absent from start of exam, informed by exams officer or pastoral manager.
- Distribution of holiday request forms to appropriate candidates.
- Year 11 attendance registers.

### **Invigilators**

- Collection of exam papers and other material from the exams office before the start of the exam.
- Distribution of equipment required by candidates.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Prepare exam papers for dispatch.

### **Candidates**

- Confirmation and signing of entries by candidates/parents.
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Accessible behaviour in an examination room.
- Follow the rules and regulations set out by JCQ for examinations.

## **Qualifications**

### **Qualifications Offered**

The qualifications offered at this centre are decided by the Head of Centre, Heads of Departments and Senior Leadership Team.

The qualifications offered are GCSE Full and Short Courses, IGCSE, AS Level, Functional Skills, ECDL, BTEC & V-Cert.

The subjects offered for these qualifications in any academic year may be found in the centre's options booklet for that year. If there has been a change of syllabus from the previous year, the exams office must be informed.

Informing the examinations office of changes to a syllabus is the responsibility of the Heads of Departments and Senior Leadership Team.

Decisions on whether a candidate should be entered for a particular subject will be taken in consideration with the Candidate, Parents/Carers and SENCo.

## Exam Series and Timetables

### Exam Seasons

Internal exams and assessments are scheduled on demand. Year 11 internal mock exams will take place throughout the year depending on which subject. Year 10 internal mock exams take place throughout the year also.

External exams and assessments are scheduled in November, January, March, May and June.

Mock exams are held under external exam conditions.

The Head of Department decides which exam series are used in the centre.

On-demand tests can be scheduled only in windows agreed between Exams Office and SLT.

### Timetable

Once confirmed, the exams officer will circulate the exams timetable for Internal exams and External exams.

## Entries, Entry Details and Late Entries

### Entries, Entry Details and Late Entries

Candidates are selected for their exam entries by the Heads of Departments.

Candidates or parents/ carers can request a subject entry change of level or withdrawal.

The centre does accept entries from external candidates who live in the Salford community.

The centre may act as an exam centre for other organisations if requested.

Entry deadlines are circulated to heads of department via Exams Policy, Notice Board and Internal Post/Pigeon hole. *Appendix 1.*

Late entries are authorised by Senior Leadership Team and Exams Officer. A late entry/amendment form must be completed and signed by Head of Department.

Retake decisions will be made in consultation with Candidates, Exams Officer, Heads of Department and Senior Leadership Team.

## Exam Fees

### Exam Fees

Candidates or departments must follow the appropriate procedures for changes of tier or withdrawals. No fees will occur provided these are made within the time allowed by the awarding bodies. *Appendix 1.*

Entry exam fees are paid by the Centre.

External exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Departments, Centre and Candidates. A late entry/amendment form must be completed and signed by Head of Department.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

### Re-Sit Fees

The school will pay for one timetabled exam sitting per candidate. Departments can enter candidates for a re-sit, with department responsible for paying appropriate

fees. Head of Department and Deputy Head to discuss re-sit opportunities for candidates on C/D borderline, school to pay appropriate fee.

### **Holiday/Extended Leave**

Candidate/Parents planning holiday must complete an 'Application for Absence from School' form. The form is returned to the Attendance Officer.

The Examinations Officer will consider future examination dates once the form is authorised by the Head Teacher.

Candidates absent from an exam due to unauthorised absence will reimburse the school the appropriate exam fee.

## **Disability Discrimination Act**

### **Disability Discrimination Act**

All exam centre staff must ensure that meet the requirements of the Equality Act 2010. The Equality Act 2010 replaced nine major Acts of Parliament.

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

The definition of disability come under the Equality Act 2010 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to carry out normal day to day activities.

The centre will not discriminate against a candidate on the grounds of their disability, regardless of whether the candidate considers that they have a disability.

#### **Ensuring that the exam centre is accessible.**

Exam centres are required to be accessible to both internal and external students in order to comply with the Equality Act 2010.

#### **The Building**

- The entrances to the centre and corridors approaching the exam rooms are well lit.
- Lighting is to be checked for suitability both during the day and in the evenings.

- Lighting is evenly distributed, ensuring that it doesn't not cause glare and/shadows. (This is particular important for people with a visual impairment or with perceptual difficulties)
- Ensure that there is no lighting which may trigger seizures for those students with epilepsy.
- The use of tactile surfaces to highlight any steps, stairways or changes in level.
- Make sure that any obstacles are removed from corridors and that there is safe access and exit routes through corridors in order to meet the health and safety duty to staff and students, and in particular people with mobility impairments including wheelchair users.
- If at all possible, try to arrange exam rooms on the ground floor of buildings, and at the very least ensure that they are located near emergency exits.
- Where a private room has been arranged for an exam, check that the environment is suitable for the student. For example, is there enough room for a wheelchair and its supports? Is the decoration likely to result in discomfort or hyper nervous stimulation if the student has autism?
- Ensure that those who need to take medication during the course of an exam can do so in privacy and as speedily as possible.
- Try to arrange exam rooms which are close to accessible toilet. Be aware that many students may need adult changing facilities in the accessible toilet.
- Lighting in toilets is adjustable as this is essential for students who are deaf or blind.
- There is also a facility to open the door in accessible toilet from the outside in case of an emergency.
- Ensure that all staff and students, including disabled students and staff, are aware of the emergency evacuation procedures to ensure that disability students can be safely evacuated from the building whatever their impairment.

### Seating

- If you know that a student may become unwell during the exam because of the nature of their disability, try to ensure that you seat them close to the exits to make them feel more comfortable and to limit disruption for others.
- Make sure that there is sufficient space between desks and chairs to enable a student (or invigilator) that uses a wheelchair to enter and leave the area without difficulty.
- Make sure that there are chairs available outside exam rooms to enable those with mobility issues or those who may simply be experiencing particular stress to sit and rest before they enter the exam.
- Ensure that seating is appropriate and comfortable for those who may have a disability that affects seating and posture.



## Signage

- Make sure that all the signs for the exam and those provided by JCQ are suitably sized and adapted to meet the needs of disabled students.
- Sign content should be simple, short and easily understood.
- Text and lettering should be in a clear, uncomplicated and reasonably sized font (12pt).
- The style, wording and design of signs should be consistent throughout the exam centre. This will help students to easily recognise signs as they move around the building.
- Signage should combine raised text, pictorial symbols, arrows and Braille.
- Braille signs should have a small tactile arrow on the left side.
- The colour of signs should contrast with the colour of the walls.
- Signage should be placed at consistent heights.
- Make sure that signs that identify exam rooms are situated on the wall in case the door is open when a student needs to see the sign.
- Floor plans should be placed at main entrance and at designated areas within buildings, such as outside lifts and close to stairways. These should have easily distinguishable symbols to locate areas and should include instructions for visually impaired students to enable them to locate lifts, staircases, accessible toilets and exam rooms.

## Emergency Evacuation

- Ensure that all staff including invigilators know the procedures that are in place for disabled staff or students, in particular for those who may need assistance to leave a building.
- Procedure should be in place so that staff and invigilators know who is responsible for responding to emergency calls.
- Make sure that when evacuation and emergency procedures are being explained to student, attention is given to appropriate explanation for disabled staff and students whose arrangements may be different.
- Fire alarms that have both aural and visual alerts should be installed. Consider making arrangements for a flashing visual alarm and/or a handheld vibrating alarm.
- Pictorial symbols should be included on all fire evacuation signs. This will help people with learning difficulties, people with dementia and people who have difficulty reading English.
- All fire exit signs should indicate which exits are suitable for wheelchair users.
- Ensure that all ground floor exits are level and are accessible to wheelchair users.
- Make sure that staff are aware of where any 'evacuation' chairs are and that the chairs are located at identifiable points. All staff should be trained in using them.

## Resources

- Where computers are being used for an exam, for example in ICT tests, ensure that hardware and software have been properly adapted and tested for those who may use them, such as people with a visual or aural impairment.
- Ensure that there are backups and alternatives in case support equipment ceases to function.

## Improving the Student Experience

In addition to the above practical steps, ensure that the centre is appropriate for disabled students; there are a whole range of adjustments which can be made to ensure that there is a level playing field for disabled students. Examination office staff will be very familiar with making adjustments to existing examination arrangements. These are not 'concessions' for the individual students but adjustments designed to reduce/remove unfair disadvantage. The adjustments include;

- Modified test papers, for example enlarged print or Braille
- Up to 25% extra time (or considerably more depending on the nature of a students' disability)
- A reader or a scribe. Be sensitive to the fact that many people, for example those with autism, will find it hard to relate to someone who is a stranger. Take steps to introduce these support workers to students before the exam. This is only available to students who already have support.
- Supervised rest breaks. Students with hyperactivity or obsessive compulsive disorders may need opportunities to take a break and rest during an exam. This impairment or long-term conditions such as cancer. Try to ensure that these rest areas are suitably comfortable whilst still remaining secure for the purposes of the exam process.
- Different colour scripts/overlays.
- Use of a bilingual dictionary.
- A prompter. In some cases where a student may have difficulty with time, for example a student with autism, a prompter will be able to assist the student to move on and not become fixated with particular question at the expense of the whole paper. It is important that prompters are aware of disability etiquette, particularly if they may need to touch a desk to prompt.
- Use of a computer.
- Use of an individual, late and behavioural room.

After the examination has been completed and in particular at the point of publishing and communicating results, examinations office staff need to make arrangements for students to receive their results in an area/room which is accessible. Students should be able to access their results quickly and privately, with appropriate attention given to post-results support.

In cases where there needs to be overnight supervision, be sensitive to issues of support and dietary requirements.

Be sensitive when accompanying a disabled student to an accessible toilet and be aware of the possibility that a support staff member may need to assist them.

### Disclosure

There is nothing in the Equality Act which says that a student has to disclose their disability. Consequently, in some instances, if a centre does not know and could not reasonably be expected to know that the individual is disabled, then the centre does not have a duty to make an adjustment for a disabled person.

The centre will meet the requirements of the Equality Act by ensuring that the examination centre is accessible and improving candidate experience. This is the responsibility of the Senior Leadership Team, Examinations Officer and Health and Safety Advisor.

### Access Arrangements

The SENCo will inform subject teachers of candidates with special education needs who are embarking on a course leading to an examination, 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.

A candidate's access arrangements requirement is determined by the SENCo and Educational psychologist/Specialist Teacher.

Making access arrangements for candidates to take exams is the responsibility of both the SENCo and Examinations Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo.

Rooming for access arrangement candidates will be arranged by the SENCo alongside the Examinations Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCo with the Examinations Officer.

### Contingency Planning

Contingency planning for examination administration is the responsibility of the Examinations Officer.

### Private Candidates

Managing private candidates is the responsibility of the Examinations Officer.

## Estimated Grades

### Estimated Grades

Heads of Departments are responsible for submitting estimated grades to the Examinations Officer when requested by the Examinations Officer.

## Managing Invigilators

### Managing Invigilators

Support staff and External staff are used to invigilate examinations.

These invigilators will be used for Internal and External examinations.

Invigilators will attend annual training sessions and complete a confidentially form. A4 copies of the JCQ 'Instructions for conducting examinations' will be made available to all invigilators.

Recruitment of invigilators is the responsibility of the Examinations Officer and Senior Leadership Team.

Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Examinations Officer and SLT.

CRB fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the Examinations Officer.

Invigilators rates of pay are set by the centre.

### Malpractice

The Examinations Officer is responsible for investigating suspected malpractice.

## Examination Day

### Examination Day

The Examinations Officer will book all examination rooms after liaison with other users and make the question paper, other examination stationary and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The exams officer/lead invigilator or Heads of Departments will start all examinations in accordance with the JCQ guidelines.

Subject staff may be present at the start of the examination to assist with identification of candidates.

In practical examinations subject teachers may be on hand in case of technical difficulties.

Examination 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 Heads of Departments after the awarding body's published finishing time for the exam or, in the case of timetable variations, until all candidates within the centre have completed the examination.

## Candidates

### Candidates

All candidates are informed of the JCQ examination regulations/guidelines in the form of an examination pack prior to the start of the examination series. The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones/iwatches and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Candidates must sign in and out of school on the attendance registers provided.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time at the discretion of the examinations officer or senior invigilator.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Examinations Officer will report absent candidates to the Attendance Officer who will try and contact the candidate/parent.

For candidates with an examination clash, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Deputy Head Teacher and the Examinations Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the examinations officer, or the examination invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the examination for example by providing a letter from candidate's doctor. The examinations officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

## Internal Assessments and Appeals

It is the duty of Heads of Department to ensure that all internal assessment/coursework is ready for despatch at the correct time. The examination officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

### **Marks and Appeals**

Marks for all internally assessed work and estimated grades are provided to the exams office by the Heads of Departments.

### **Appeals against Internal Assessments**

The process for managing appeals against internal assessments is to be made in writing to the Examinations Officer to investigate and action.

Heads of Departments will ensure all appropriate departmental staff is made aware of the Controlled Assessment policy. Heads of Departments will sign as received.

*Appendix 2*

## Results

### **Results, Enquiries about Results (EARs) and Access to Scripts (ATS)**

Candidates will receive individual result slips on results day (24<sup>th</sup> August 2017, between 10am-12pm), either in person at the centre or by post to their home addresses (candidates to provide self-addressed envelope).

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Head of Centre.

#### **EARs**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a result is queried, the examinations officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark. The Head of Centre will make the decision of persons responsible for paying appropriate fees.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

#### **ATS**

After the release of results, candidates may ask subject staff to request the return of papers within three days' of the issued results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and the departments to pay the appropriate fees.

GCSE re-marks cannot be applied for once a script has been returned.

## V-Cert Appeals and Enquires

For enquiries about internal and external assessment results or grades you need to complete 'enquiry about a result form' which is available on the website: [ncfe.org.uk](http://ncfe.org.uk) or on request from the centre support team.

For appeals a report needs submitting together with supporting evidence including the following;

- Centre name, address and number
- Candidates name and NCFE registration number
- Date you or the candidate received notification of NCFE's decision
- Title and number of the NCFE programme affected or nature of service affected
- Full nature of appeal
- Contents and outcome of any investigation carried out by you or the candidate relating to the issue
- Date of the report and the appellant's name, position and signature

The above needs to be emailed posted or faxed to the Centre Support Team as soon as possible and at the latest within 30 working days from the date of the original decision.

## Certificates

### Certificates

Certificates are presented to each student at awards evening, which will be arranged each year for in the month of November.

Certificates are presented in person and collected and signed for.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so.

The centre retains certificates for Five years.

Ex pupils, in the case of lost/unavailable certificates: On request by a candidate the examinations officer/data manager will produce a school statement of examination results to the fee of £10.



**Head of Centre**

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**Examinations Officer**

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# **Buile Hill Visual Arts College**

# **Controlled Assessment**

# **Policy**

## **2016 - 2017**



## Outlining staff responsibilities - GCSE controlled assessment

### Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
  -
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

### Heads of Department

- Heads of Departments should decide on awarding body and specifications.
- Heads of Departments must ensure that assessors understand controlled assessment requirements.
- Heads of Departments are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body specification for conducting controlled assessments, including any line of learning, level and unit specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.
- Develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.
- Heads of Departments need to work with assessors to standardise the marking of internally assessed units for each line of learning.
- Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.
- Ensure that learners and assessors sign authentication forms on completion of an assessment.
- Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.
- Retain learners work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the home centre special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

### **Teaching staff**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely

until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

### **Exams office**

- Ensure all Head of departments receive a copy of the controlled assessment policy and 'instructions for conducting controlled assessments' booklet from JCQ.
- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

### **Special educational needs coordinator/additional learning support**

- Ensure access arrangements have been applied for online and inform exams officer.
- Work with teaching staff to ensure requirements for support staff are met.

### **Head of Departments / Subject Teachers**

#### **Exams office staff**

- Enter learners for all units, whether assessed by controlled assessment internally or externally assessed, before the awarding body deadline.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

Download and distribute marksheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.

# **Buile Hill Visual Arts College Controlled Assessment Policy 2016- 2017**



## Outlining staff responsibilities - GCSE controlled assessment

### Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/ problems over the timing or operation of controlled assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.  
*Appendix 1: Current Internal assessment policy*

### Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.



- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

### **Teaching staff**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

### **Exams office**

- Ensure all Head of Departments receive a copy of the controlled assessment policy and 'instructions for conducting controlled assessments' booklet from JCQ.

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

### **Special educational needs coordinator/additional learning support**

- Ensure access arrangements have been applied for online and inform exams officer.
- Work with teaching staff to ensure requirements for support staff are met.

### **Outlining staff responsibilities - Diploma principal learning controlled assessment**

### **Senior leadership team, consortium management and lead assessor**

- Accountable for the safe and secure conduct of controlled assessment, and ensure that it complies with both the JCQ general guidelines and awarding body instructions.
- Ensure procedures are in place to cover requirements for summative assessment – and that these are communicated to all relevant consortium staff.
- Map overall requirements for the year. Resolve any clashes/problems arising over the timing or operation of controlled assessments. Also any issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

## Domain assessors, line of learning leads, teaching staff and assessors

- Domain assessors and line of learning leads should decide on awarding body and specifications. (*In some cases this might be the responsibility of the consortium lead assessor depending on local circumstances*).
- Domain assessors must ensure that assessors understand controlled assessment requirements.
- Domain assessors and/or line of learning leads are responsible for ensuring that assessment tasks meet the requirements of the awarding body specifications, and for applying the relevant control requirements. (For example, by internally checking and approving assessments written by teaching staff and/or assessors, or ensuring they have been approved by the awarding body).
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any line of learning, level and unit specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Where appropriate, obtain confidential materials/tasks set by the awarding bodies from the relevant exams office in sufficient time to make preparation for assessments.
- Develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Follow the requirements for supervision as set out in the awarding body specification at the specified level of control, only permitting assistance to students as the specification allows.
- Domain assessors need to work with assessors to standardise the marking of internally assessed units for each line of learning.
- Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification.
- Ensure that learners and assessors sign authentication forms on completion of an assessment.

- Mark assessments according to the mark schemes and guidance provided by the awarding bodies. Submit the marks through the relevant exams office to awarding bodies when required, keeping a record of the marks awarded.
- Retain learners work securely between assessment sessions (if more than one).
- Post-completion, retain learners' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain learners' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the home centre special educational needs coordinator/additional learning support for any assistance required for the administration and management of access arrangements.

### **Exams office staff**

- Enter learners for all units, whether assessed by controlled assessment internally or externally assessed, before the awarding body deadline.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for the use of teaching staff, and collect/send them to awarding bodies before deadlines.

### **Special educational needs coordinator/additional learning support**

- Ensure access arrangements have been applied for online and inform exams officer.
- Work with teaching staff to ensure requirements for support staff are met.

# **Buile Hill Visual Arts College**

## **A Guide to Internal & External Examinations**

## Conduct of Examinations

1. Examinations will commence promptly. Morning external sessions start no later than 9:30am with internal exams starting no later than 9am. Afternoon sessions will normally commence between 1-1.30pm. Make sure you check the starting times carefully. If you are late, you may not be accepted.
2. a) You must be available at school **30 minutes** before the beginning of each examination to ensure a punctual organised start to each session.  
b) **Examinations in the Sports Hall** – line up in the canteen.  
c) **Examinations in Specialist Rooms** – wait quietly outside the room until required.
3. You are expected to wear **full** school uniform.
4. You are not allowed to bring into the examination any material or equipment not authorised by the Examination Board. You will be told where you can safely leave your coat/bag.
5. Calculators are permitted for certain examinations. Check with your subject teacher.
6. Mobile phones are not permitted in the Examinations Centre under any circumstances. They must not be carried on your person. Your phone maybe switched off and put in your bag. If you carry a mobile phone you will be reported to the Examinations Board and your paper may be cancelled.
7. a) You will be provided with the following in each examination in a clear pencil case.
  - 2 Black Pens
  - 1 HB pencil
  - 30cm Rulerb) Tippex/Liquid Paper, red or green pens are not allowed. Also, you may not borrow anything from another candidate during the examination.
8. You may bring water into the Examination to drink. The water must be in a clear plastic bottle and the school cannot take any responsibility for damage to examination papers caused by water spillage.
9. No eating or chewing is allowed.
10. **Total Silence** is required in the Examination Centre at **all** times. You must remain silent on entering the Centre and until you have left the Centre at the

proper completion of the examination.

11. You are **forbidden** to communicate in any way or to seek assistance from other students.
12. If you try to use any unfair practise or break the rules in any way, you could be disqualified from all your subjects.
13. **Candidate Number** – Try to learn your candidate number as you will need to write it on every examination paper.

### **Examination Timetable and Seat Numbers**

Check your examination timetable carefully. Check where the examination is taking place. You will be issued with a seat number for each examination. You **must not** sit anywhere else other than the allocated seat.

### **Absence from Examinations**

If you are absent from an examination you must produce a medical certificate within three days. Otherwise, you will have to pay for the examination – approximately £35.00 per subject. In certain circumstances, when one part of an examination is missed through illness, the Examining Board may award a grade on the evidence of a medical certificate.

### **Fire Drill**

We hope that no fire alarms go off during the exam period, however if one does go off these instructions must be followed in **COMPLETE SILENCE**.

1. Should the fire alarm go off, firstly do not panic. Do not attempt to finish the sentence you writing.
2. You will be asked to leave the room in silence and in the order that you are sitting. Leave all equipment in the examination room.
3. When you leave the room you **MUST** be at least one metre away from the students in front and behind you.
4. You will be told where to go. This will usually be the sports field. You will have to be kept separate from the rest of the school.
5. When you return to your exam room, do not start writing until the invigilator tells you to do so. You will be allowed the correct time to complete the examination.

**LISTEN CAREFULLY TO INSTUCTIONS AND DO NOT PANIC.**

## Examination Results

Examination Results are expected in school on Thursday 24<sup>th</sup> August 2017. It is the policy of the school that results can only be obtained either by -

- a) personal application between 10.00-12.00 on Thursday 24<sup>th</sup> August 2017, or by
- b) writing a letter of acceptance for a family member to collect the results on your behalf.

## In the Examination

1. Listen carefully to everything the invigilator says. He/She has important instructions to give you.
2. If you do not understand the instructions, **ASK**.
3. Write your full name (as on your entry statement) and your examination number on the first page.
4. Do not write in the margins of the examination paper.
5. Do not use graffiti.
6. Read through the whole paper before starting to answer.
7. Make sure you know how many questions you have to answer and whether the paper has sections (these details will be shown on the front sheet of the question paper)
8. Make sure you answer compulsory questions. Make sure you answer the correct number of questions.
9. You can answer the questions in any order you prefer, through compulsory questions are best tackled first.
10. Underline the key words in the question to help keep to the point in your answer.
11. Do not waste time by repeating the question in your answer.
12. If you feel your answer is incomplete, leave sufficient space below, so you can come back to it later and keep it all together.
13. With structured questions, answer all the parts – each carries marks – do not leave any blank spaces.
14. Write down the answers the examiner has asked for, not all the things you can possibly tell the examiner on the subject. For example, if you are asked to list **THREE** items, list **THREE** – you will not get extra marks for listing more.



15. Help your examiner by numbering your answers clearly. Show all your working on your answer book. If you make a mistake, do not rub out – cross through with a single line.
16. Make your sketches and drawings good-sized, label them clearly and include all essential points.
17. If you start to run out of time, write short accurate notes instead of sentences.
18. If you have the time, read through your answers. Don't forget you will lose marks for inaccurate spelling and punctuation. **Check Carefully.**

### **Collection of Coursework**

Coursework must now be kept by the head of department for a period of 12 months. If you would like your coursework after the 12 months please arrange this with your subject head of department.

### **Presentation of Certificates**

Certificates will be presented in December 2017. You will receive an invitation. If you are unable to attend, try to arrange for someone else to collect your certificates. It is important that you receive them and they are kept safe. The Examination Board charge a fee for replacement certificates.

## Warning

All the examination boards have strict rules and regulations. They make it clear that:

- Their official exam sessions must be run under strictly fair conditions with no form of deception. This rule severely excludes **any** form of communication between candidates during an exam, as well as any other practice that could conceivably be seen as an attempt to deceive.
- Anyone attempting unfair practices can expect cancellation of exam entries and the charges that this will incur, as well as possible exclusion from GCSE/AS and A2 level exams for a period of up to 5 years.
- Your invigilators **HAVE** to stick to the rules; they **HAVE** to report to the Exams Officer **ANYTHING** that they feel could be suspicious.
- DON'T LET IT HAPPEN TO YOU!
- FOLLOW ALL THE RULES!
- DON'T RISK YOUR FUTURE!

## Buile Hill Visual Arts College

### A Staff Guide to Internal & External Examinations

#### Conduct During Examinations (Staff)

Under **NO** circumstances may any unauthorised members of centre staff:

- be present at the start of the examination and then sit and read the examination question paper before leaving the examination room;
- enter the exam room, uninvited, with sole intention of accessing the examination question paper;
- have access to the examination question paper unless this is specifically requested by either the examinations officer or an invigilator. *For example, verification of a printing error;*
- give any indication of their opinion of the question paper to candidates, verbally or otherwise, having been asked to inspect the content;
- communicate with candidates, (except in Art timed tests and Science practical examinations or where maintaining discipline in the examination room) This constraint extends to the reading of the question paper rubric to candidates, coaching candidates, reminding candidates which section(s) of the question paper to answer or which questions they should answer;
- enter the examination room and approach candidates, either to prompt them to make an attempt at the examination or to provide support and encouragement;
- enter the examination room and read candidates' scripts.

**Support and encouragement may be offered at any point up until the time that candidates enter the examination room. From that moment onwards they are under examination conditions and the strict protocols must be adhered to.**

#### Conduct During Examinations (Students)

14. Examinations will commence promptly. Morning sessions start no later than 9:00am. Afternoon sessions will normally commence at 1.30pm. Make sure the student's check the starting times carefully.

15. If students are late, they may not be accepted. Please stress the importance of being on time to them.
16. a) Each student must be available at school **30 minutes** before the beginning of each examination to ensure a punctual organised start to each session.  
b) **Examinations in the Sports Hall** – line up in the yard.  
c) **Examinations in Specialist Rooms** – wait quietly outside the room until required.
17. Each student is expected to wear **full** school uniform.
18. Students are not allowed to bring into the examination any material or equipment not authorised by the Examination Board. They will be told where they can safely leave your coat/bag.
19. Mobile phones are not permitted in the Examinations Centre under any circumstances. They must not be carried on your person. Your phone maybe switched off and put in your bag. If a student is found to be carrying a mobile phone you will be reported to the Examinations Board and your paper may be cancelled.
20. a) Each student will be provided with the following in each examination in a clear pencil case.
  - 2 Black Pens
  - 1 HB pencil
  - 30cm Rulerb) Tippex/Liquid Paper, red or green pens are not allowed. Please reiterate to students.
21. Each student may bring water into the Examination to drink. The water must be in a clear plastic bottle and the school cannot take any damage to examination papers caused by water spillage.
22. No eating or chewing is allowed.
23. **Total Silence** is required in the Examination Centre at **all** times. Each student must remain silent on entering the Centre and until they have left the Centre at the proper completion of the examination.
24. Students, who try to use any unfair practise or break the rules in any way, could be disqualified from all of their examination subjects.
25. **Candidate Number** – Please ask the students to try and remember their candidate number so that the examinations can start punctually. It is the same

for each exam and they will be required to write it on the front of their answer papers.

**Finally, please make sure that all pupils sitting examinations understand the following.**

## **Warning**

**All the examination boards have strict rules and regulations. They make it clear that:**

- **Their official exam sessions must be run under strictly fair conditions with no form of deception. This rule severely excludes any form of communication between candidates during an exam, as well as any other practice that could conceivably be seen as an attempt to deceive.**
- **Anyone attempting unfair practices can expect cancellation of exam entries and the charges that this will incur, as well as possible exclusion from GCSE/AS and A2 level exams for a period of up to 5 years.**
- **Your invigilators HAVE to stick to the rules; they HAVE to report to the Exams Officer ANYTHING that they feel could be suspicious.**
- **DON'T LET IT HAPPEN TO YOU!**
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