



Engage MAT

Exam Policy

Date of ratification November 2017.

Date of review November 2018.



The purpose of this exam policy is:

- To ensure the planning and management of exams is conducted efficiently and in the best interest 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 school's exam processes to read, understand and implement this policy.

1. Exam responsibilities
2. The statutory tests and qualifications offered
3. Exam seasons and timetables
4. Entries, entry details and late entries
5. Exam fees
6. The Equalities Act 2010, special educational needs and access arrangements
7. Estimated grades
8. Managing invigilators and exam days
9. Candidates, clash candidates and special consideration
10. Coursework and appeals against internal assessments
11. Results, enquiries about results (EARs) and access to scripts (ATS)
12. Certificates

1. Exam responsibilities

Centre Contingency Plan

In the event that the school cannot hold any of the examinations within the school, the Headteacher/Executive Headteacher must refer to the business continuity management and emergency plan.

For The Pinetree School, the contingency plan includes relocating the exams to the following Centre: Charles Burrell Community Centre, Staniforth Road, Thetford, IP24 3LH. Contact name and key holder: Mark Snowden. Contact number: 01842 779867.

In the event that The Pinetree School is not authorised as an examination centre to run Functional Skills, the school will use The Locksley School (Engage Trust), Locksley Road Norwich, NR4 6LG to sit these examinations.

For The Short Stay School for Norfolk, please see attached Exam Contingency Plan 2017-18 at Appendix A

To help us be prepare for and recover from any unexpected disruptions.

Exams officer manages;

- The administration of external and internal exams and assessments
- Oversee the production and distribution to staff, governors and candidates of an annual calendar for all exams and assessments in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Maintain systems and processes to support the timely entry of candidates for their exams and assessments.
- Advise the executive leadership team, subject and class tutors and other relevant support staff on annual exam timetable and assessment deadlines and application procedures as set by the various exam boards
- Identifies and manages exam timetable and assessment clashes
- Ensure that appropriate arrangements in place for supervision of candidate(s) where starting times altered due to timetable clashes.
- In consultation with the relevant member of XLT/Leadership Team, consult with teaching staff to ensure that necessary assessment is completed on time and in accordance with JCQ guidelines
- Ensure that candidates and their parents are informed of and understand those aspects of the exam/assessment deadline timetable that will affect them.
- Collate information regarding access arrangements and makes 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

- Ensure that the examination accommodation and environment suitable for mode of delivery.
- Ensure that appropriate arrangements in place for supervision of candidate(s) who arrive late, temporarily leave the room or leave early.
- Plan procedures for the emergency evacuation of the exam room
- Store keys to the secure storage unit/cupboard away from other keys and only accessible by named Senior Leader and Exams Officer.
- Submit candidates' assessment marks, track despatch and store returned assessment and any other material required by the appropriate awarding bodies correctly and on schedule
- Assist XLT/Leadership Team in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Receive, check and store securely all exam papers and completed scripts.
- Submit candidates' completed exam scripts and any other material required by the appropriate awarding bodies correctly and on schedule
- Report all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- Arrange for dissemination of exam results and certificates to candidates and forward, in consultation with the SLT, any appeals/re-mark requests
- Administration of appeals and re-marks

Senior Leadership Team ensure;

- Organisation of teaching and learning.
- Oversight of exam and assessment entries for their cohort
- Liaise with exams officer and SENCO regarding access arrangements
- Works with the exams officer to organise and implement the exam and assessment timetable
- Written examination contingency plan in place
- External validation of courses followed at key stage 4 / post-16 / Alternative Provision
- Analysis of exam and assessment results for their cohort

Subject Leaders (XLT) ensure;

- Organisation of designated subject curriculum
- Oversight of exam and assessment entries for designated subject
- Oversight of course requirements and deadlines for designated subject
- Liaise with subject teachers, exams officer and Senior Leadership Team regarding any specific requirements that are subject related
- Analysis of exam and assessment results for their subject

Subject Teachers ensure;

- Guidance and initial pastoral oversight of candidates regarding exam and assessment entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of assessment mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- Guidance and careers information.
- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidates' names to Subject Leaders/ Senior Leadership Team for exam entry/ consideration for access arrangements
- Provision of additional support alongside SENCO – 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.

SENCO ensure;

- Collate names of students likely to qualify for access arrangements
- Organise relevant testing for these students
- Provide evidence for examining bodies regarding application for access arrangements and 'normal way of working'
- Work with exams officer to ensure relevant access arrangements are in place

Lead invigilator / invigilators ensure;

- Collection of exam papers and other material from the exams office before the start of the exam.
- Ensure exam conditions are adhered to
- Assist Exams Officer in collection of all exam papers in the correct order at the end of the exam.

Candidates carry out;

- Confirmation and signing of entries.
- Understanding assessment regulations and signing a declaration that authenticates the work as their own.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at Trust schools are decided by the Senior Leadership Team in conjunction with the subject teachers, if there has been a change of syllabus from the previous year, the exams officer must be informed as soon as possible.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the candidates, parents/carers, SENCO, subject teachers and the Subject Leader.

All candidates at Key Stage 4 will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams and assessments are scheduled throughout the year.

External exams and assessments are scheduled in May and June (for GCSE) and at other appropriate time for other examination types.

3.2 Timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams and assessments.

4. Entries, entry details and late entries

4.1 Entries

Candidates are selected for their exam and assessment entries by the Subject Leader in liaison with the subject teacher.

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

4.2 Late entries

Entry deadlines are circulated to Subject Leaders.

Late entries are authorised by the exams officer and senior leadership team.

5. Exam fees

The Engage Trust will pay all normal exam and assessment fees on behalf of candidates.

Late entry or amendment fees are paid by the school, but should be minimised.

Candidates or Subjects will not be charged for changes of tier, withdrawals made by the proper

procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

Where a student does not attend an exam without an acceptable reason the Engage Trust reserves the right to charge parents/ carers for the cost of the exam entry

6. The Equalities Act 2010, Special Educational Needs and Access Arrangements

6.1 Equalities act 2010

All exam staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Educational Needs

A candidate's SEND requirements are determined by the educational psychologist / specialist teacher.

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

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the exams officer.

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

Rooming for access arrangement candidates will be arranged by the Senior Leader in liaison with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO/ Senior Leader in liaison with the exams officer.

7. Predicted grades

7.1 Estimated grades

The Subject Leads will submit estimated grades to the exams officer when requested by the exams officer.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will not be used by the schools.

Invigilators are timetabled and briefed by the exams officer and Senior Leader.

8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The exams officer is responsible for setting up the allocated rooms.

The exams officer or lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Subject Leads at the end of the exam season.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

9. Candidates, clash candidates and special consideration

9.1 Candidates

The school's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

For exams longer than one hour, candidates will not be allowed to leave the exam room

until at least one hour after the published starting time. They will not be allowed to return.

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

9.2 Clash candidates

The exams officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

9.3 Special consideration

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 school and the exams officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

10. Coursework, controlled assessments and appeals against internal assessments

10.1 Coursework and Controlled assessments

Candidates who have to prepare coursework and/or controlled assessments should do so in line with the deadlines given.

Subject Teachers will ensure all coursework and/or controlled assessments are ready for despatch at the correct time. The exams officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work and estimated grades are provided to the exams office by the subject teachers in liaison with the Subject Leaders.

10.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which is available from the exams office.

The main points are:

- Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification

- Appeals should be made in writing by 30 June to school who will decide whether the process used conformed to the necessary requirements
- The school's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

11. Internal Standardisation, Monitoring and Verification

For each programme, the school has a schedule, which includes:

- Internal standardisation
- Internal monitoring
- Internal verification.

11.1 Internal standardisation

Standardisation is carried out when there is more than one Assessor delivering and marking the same programme and happens before any marking or internal verification takes place.

The standardisation process is designed to make sure that all Assessors mark learner work consistently and accurately. It establishes a common standard of marking to ensure the quality of marking across the assessment team. Assessors should reach a consensus after marking and discussing a sample of assessments. Once agreement has been reached, Assessors can proceed to individually mark learner work.

Schools must complete a standardisation review by collating copies of completed assessments and asking each Assessor to make a judgement on them. Feedback is provided after each standardisation meeting. If action to adjust marks is found necessary, this is completed before the standards verification takes place.

11.2 Internal monitoring

Monitoring is necessary to:

- ensure that marking meets the national standards and that these are adhered to by all Assessors
- identify problems or areas where Assessors require advice/development
- ensure that learners are aware of, and satisfied with, the marking process.

Monitoring marking includes the Internal Verifiers sampling Assessors. It also includes reviewing the internal verification records completed for each Assessor and evaluating all aspects of their performance when conducting marking.

The Internal Verifiers record their judgements and give detailed feedback including actions on improvements to the marking process.

Monitoring the administration includes the correct storage, transit and invigilation of assessments.

11.3 Internal verification

Internal verification is based on sampling of completed controlled assessments and covers a wide range of achievement.

The Internal Verifier will verify a minimum of 25% of the total number of completed controlled assessments per component and per level.

Internal Verifiers must take into account:

- the experience of each Assessor with the qualification
- the size of the cohort
- issues identified in previous samples, if applicable
- various centre sub-sites, if applicable.

Internal verification takes place soon after the assessment is completed and before the results are handed back to the learners, so that any remedial action can be implemented.

The Lead Internal Verifier verifies a minimum of 10% of the total number of completed controlled assessments per component and per level.

11.4 Good practice internal verification can be undertaken in a number of ways:

- there is a recognised team across the centre/s which meets regularly to ensure standardisation of procedures
- the standardisation meetings are seen as pivotal to staff development
- the internal verification processes are agreed and published so that they are clearly understood by all members of the assessment teams
- all Assessors are involved in and understand the internal verification process
- the time required to carry out internal verification is recognised and catered for

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

12.1 Results

Candidates will receive individual results slips on results days either in person at the school or by post to their addresses.

Arrangements for the school to be open on results days are made by the **Senior Leaders**.

The provision of staff on results days is the responsibility of the **Senior** Leadership Team.

12.2 EARs

EARs may be requested by school staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the exams officer and SLT will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not uphold 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.

12.3 ATS

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

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

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

(See also section 5: Exam fees)

13. Certificates

Certificates are posted (recorded delivery).

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

Replacement certificates are only issued if a candidate agrees to pay the costs incurred.

The school retains certificates for two years.

14. Equality Issues

The Engage Trust has reviewed this policy for its impact on issues of equality. The policy has been considered in relation to the following protected characteristics

Gender
Disability
Sexual Orientation

Ethnicity

The Engage Trust has not identified any issues in relation to these protected characteristics and has carefully considered whether any element of this policy would adversely impact upon the equality of access or opportunity for any staff member or service user, and have been unable to identify any impact that would require mitigation.

APPENDIX A



Exam Contingency Plan
2017 -2018

Due for review March 2018

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Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at SSSfN Bases. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained
- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

• *Pre-exams*

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions, internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators ☐

• *Exam time*

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods
e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies

Results and post-results

- access to examination results affecting the distribution of results to candidates
- ☐ the facilitation of the post-results services

Centre actions:

- School Support Manager, Nikki Button to liaise with Secondary/Engagement Leads over entries
- School Support Manager, Nikki Button to liaise over pre-exam administration with Leads
- School Support Manager, Nikki Button to liaise with XLT regarding exam time issues and results.

2. Lead extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
- access arrangement candidate support not arranged for exam rooms

Centre actions:

- Leadership at each base to liaise with Exams Officer over Lead absence.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
 - *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
 - *Internal assessment marks and candidates' work not provided to meet submission deadlines*
- Centre actions:
- Leads and Exams Officer to liaise with remaining teaching staff.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Failure to train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*

Invigilator absence on the day of an exam

Centre actions:

- Training is done well in advance.
- Exams Officer and Leadership Team to cover absences or shortages

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an expected incident at exam time*

Centre actions:

- In an emergency any classroom could be utilised for examination purposes or offices in any base

6. Failure of IT systems

Criteria for implementation of the plan

- *MIS system failure at final entry deadline*
- *MIS system failure during exams preparation*
- *MIS system failure at results release time*

Centre actions:

- Exams Officer and IT Manager to liaise with Examination Boards as to appropriate action.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions:

- CEO, Governors, XLT to take the necessary action.

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

**In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Exams Officer to liaise with Head of Centre and to inform awarding bodies. Nikki Button and Exams Officer to explore alternative local venues.

9. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Scripts remain securely stored in exams safe until collection by Parcelforce can be arranged.

11. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions:

- Exams Officer to contact awarding bodies for advice.

12. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post results services

Centre actions:

- Exams Office to contact awarding bodies for advice..