

This policy takes account of:

Equality Act 2010
Disability Discrimination Act 1995, revised 2001
Special Educational Needs and Disability Act 2001
Special Education Needs and Disability Code of Practice 2014
Inclusion Statement of the National Curriculum QCA 1999a, b
Every Child Matters

It has been written with reference to:

JCQ^{CIC} Regulations and Guidance

Dyslexia? Assessing the Need for Access Arrangements during Examinations (Backhouse, Dolman & Read, 2007)
IBO candidates with assessment, access requirements

Rationale

Public examinations provide vital summative assessment, generally at the end of a key stage. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the school participates willingly in the administration of these examinations in the best interests of the students and the school. In addition, other internally set and marked examinations do take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning.

Purposes

To ensure that:

- The exams system in this school combines entitlement with flexibility.
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent administration helps them to achieve their best.
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour.
- Students are guided in their decisions about whether to withdraw an examination entry and do so with full knowledge of the implications for their careers or further education.
- Staff understand fully their obligations and responsibilities with relation to examinations.
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service.
- Accurate examination data is available to inform target setting.
- Curriculum planning, target setting and careers links take into account up-to-date information on the current examinations system.

Guidelines

Responsibilities for public examinations:

- **Head**, overall responsibility for the school as an examinations centre.

- **Deputy Head, Director of Studies, Head of Sixth Form, Head of Middle School**, organisation of teaching and learning and therefore of the opportunities for external validation of courses followed at Key Stage 4 and post 16.
- **Examinations Officer**, administration of entries, relevant paperwork, organisation of examination sessions and examination data, liaison with SSD and EFL departments, support for the input of data, communication with the awarding bodies, posting of examination papers and the post results procedures
- **Student Support Department staff**, with a working knowledge of current disability legislation, support students and provide the assessments for access arrangements. They understand and apply the correct access arrangements based upon the guidance issued by the JCQC.
- **Subject teachers** know which students have access arrangements and allow them to practice with the arrangement. Subject teachers can also refer students for assessment if they have concerns about performance in their subject.

At Key Stage 4 and post 16

- All students should be entitled to and enabled to achieve an entry for qualifications from an external awarding body.
- All students will be monitored carefully throughout their time at the school, and coursework, controlled assessment and progress discussed with their tutor.

The school may impose a charge on:

- Students whose entries are withdrawn because of lack of coursework or controlled assessment tasks.
- Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline.
- Students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances.

At post 16

- It is expected that all GCE external examinations will be completed in the May of Year 13.
- It is not envisaged that students will re-take any GCE examinations.

Non-Examination Assessment (NEA)

Candidates who have to prepare portfolios or other coursework must do so by the centre-defined date. Faculty or Subject leaders must make provision for the safe storage, marking and internal moderation of coursework and provide the Examinations Officer with marks for all internally assessed work by the published deadline.

Faculty or Subject leaders will ensure all coursework samples are ready for dispatch at the correct time and are removed from any heavy or bulky folders. The Examinations Officer is responsible for the dispatch of controlled assessment samples and will book a collection with Parcel Force when advised.

Examination results and certificates

All examination results and original certificates must be forwarded to the Examinations Officer. This includes IELTS, KET, PET, FCE, LAMDA, DoFE and ABRSM results. All certificates will be copied and scanned and the original issued to the student. Copies are required because the school submits evidence annually to the DfE of results gained by students in Years 11 and 13. This includes not only GCSE and GCE results but those listed above gained at any point in the relevant Keystage.

Appeals procedure for external qualifications

The school is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examining body. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If students believe that this may not have happened in relation to her work, she may make use of this appeals procedure.

Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

The existence of this procedure is made known to students by:

- A meeting held with the Exams Officer before the start of the exam season.
- A handout given to students explaining the procedure of the internal appeals process.

Parents/Guardians are also informed of the appeals procedure. The examinations policy is available if required.

1. Appeals should be made as soon as possible and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
2. Appeals should be made in writing to the Examinations Officer who will investigate the appeal. If the Examinations Officer was directly involved in the assessment in question, he/she will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise, if the Examination Officer is not able to conduct the investigation for any other reason.
3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and Examination Code of Practice of the QCDA as relevant. This will be done before the end of the series.
4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. **Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure.** Details of the appeals procedure for the relevant awarding body are available from the Examination Officer. See also Appendix 3.

GCSE and GCE level results service

- When results are published, appropriate staff will distribute results, be available to give guidance to students and prepare data for publication and monitoring purposes.
- This service will be supported by member(s) of the administrative staff.
- Candidates can request a clerical recheck, a re-mark, a copy of the original script or a photocopy of a script. These requests **must** be received by the awarding body no later than **17th September 2020**.

Review of Results and Re-Marks (RORs)

After the release of results, subject teachers may, with the candidate's agreement, request the return of papers or a re-mark. A student may also request this service. Fees are applicable depending on the type of service requested. (See Appendix 3.)

Requests received after the closing date(s) **will not be accepted**.

Candidate consent is required for all RORs.

Fees are set independently by each individual body for all ROR services. These can be obtained from the Examinations Office.

Internal examinations

The exact nature of summative assessment in each subject will be determined ultimately by the Head of Department within the rationale and purposes of this policy and other related policies.

Internal Examination Papers

Internal examinations will be set for all year groups not taking external examinations in the Summer term during exam week. Trial examinations will be set for year groups taking external examinations at the end of the Autumn term. Heads of Department should ensure that examinations set are of appropriate length and provide challenge for the range of abilities for which they are set.

The front cover used for examinations should be adapted from the standard 'Cobham Hall' front cover, copies of which are available on the shared area of the computer network. The font and size used for written questions should also match the house style, details of which are available on the shared area. It is also acceptable to use extracts from public examination papers in which case photocopies and printouts are acceptable, fonts, etc., do not need to be changed.

Once marked, examination papers may be returned to students during lessons to use as an aid for feedback and for future revision. It is at the discretion of the Head of Faculty as to whether these examination papers are kept by the students or returned to the teacher. The Head of Faculty must make their Faculty aware of the procedure that they adopt.

The school applies the same guidelines for access arrangements in internal examinations as are applied in public examinations.

Access Arrangements – GCSE and GCE

Access arrangements apply to candidates with permanent or long-term learning difficulties and are decided well before the examinations. They may apply to learning, physical or sensory impairment. All arrangements are applied for online. Most arrangements are delegated to the centre, but some are referred to the awarding body.

Access arrangements are determined by a candidate's individual needs. An assessment of a learning difficulty is not an automatic guarantee that an arrangement can be made.

Assessments are made by the Student Support Department.

The underlying principle of access arrangements must be:

- The candidate has been entered for the appropriate level of exam.
- It reflects their usual way of working.
- The arrangement does not give the candidate an unfair advantage.

Access arrangements may include:

- 25% extra time
- Rest breaks
- Prompter
- Word Processor
- Modified papers
- Early opening (to photocopy papers onto coloured paper)

This is not an exhaustive list.

Deadlines for arrangements vary. It is the responsibility of the SENCo and the Examinations Officer to ensure these are met. All arrangements must be supported by the appropriate evidence which should reflect a candidate's normal way of working. This evidence will be kept in the centre and made available for inspection by JCQC as relevant.

- Candidates eligible for access arrangements will have their needs assessed in the first term of their course. The arrangements chosen will be communicated in writing to the parents/guardians at the beginning of Year 10 and Year 12.
- For some students, assessments may need to be updated in Year 12.
- Privately commissioned reports must give a clear indication of an evidence of need.
- External Specialist Teacher or Educational Psychologist are expected to liaise closely with the school in these circumstances
- The SENCo and the Examinations Officer must regularly review deadlines for the submission of arrangements as published in the JCQ^{CIC} handbook.
- Information provided about a student by the school to the examining bodies is confidential.

Invigilation

- It is the responsibility of the Examinations Officer to provide training for all invigilators. The Examinations Officer will provide details of the rules and regulations that must be followed.

Related Policies and Documents

- Policy Statement on Special Educational Needs
 - General and Vocational Qualifications General Regulations for Approved Centres. 31 August 2019 to 1 September 2020 published by JCQ^{CIC}
 - Procedure to verify the identity of all candidates at the time of examination
 - Procedure if Examinations Officer is absent
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- Appendix 1 – Parent/Guardian information leaflet
 - Appendix 2 – Access arrangement confirmation sheet
 - Appendix 3 – Appeals and ROR arrangements
 - Appendix 4 – The use of a Word Processor for Examinations and Controlled Assessments
 - Appendix 5 – Policy Statement on Controlled Assessment
 - Appendix 6 – Lockdown Policy for Examinations