



Loving God - Caring for Each Other - Achieving Excellence

Examinations Policy

This document complies with JCQ regulations for the academic year 2022-23 and covers all aspects of examinations so that all policies and procedures relating to internal and external examination are considered in their entirety as an integrated whole.

Crompton House is an educational centre of excellence and ultimately, we measure this by how well our students achieve in public examinations.

It is our firm belief that we should aspire to the highest standards in how assessments are conducted, and it is expected that all relevant parties must be fully conversant with all aspects of this policy.

Key staff involved in the exams process:

- Mr A Holt, Deputy Headteacher
- Mrs S Hegarty, Associate Curriculum Deputy
- Mr J Banks, Assistant Headteacher
- Mrs D Burgess, Exams Manager
- Mrs M Newell, SENCO

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Date: 15th February 2023

Signed (Chair)..... Richard Lait

Date of next review.....February 2024



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Section 1: Exams Policy

1. Rationale

- i. Crompton House is committed to the delivery of all examinations in compliance with the published JCQ regulations and awarding body requirements and in accordance with the Equality Act 2010.
- ii. The purpose of this policy is:
 - a. To ensure the planning and management of exams is conducted efficiently and in the best interest of the candidates.
 - b. To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

2. Roles & Responsibilities

- i. **The Head of Centre** (HOC) retains overall responsibility for the school as an exam centre.

The Head of Centre is required to confirm, on an annual basis, the ***National Centre Number Register*** and that the centre is aware of and adhering to the latest versions of all relevant JCQ regulations – **this cannot be delegated to another member of the SLT or the exams officer** (EO).

The Head of Centre is responsible for advising on appeals and review of marking, and reporting all suspicions or actual incidents of malpractice as detailed in the JCQ document **'Suspected Malpractice in Examinations and Assessments'**

The Head of Centre must ensure the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments.



The Head of Centre must ensure the relevant awarding bodies are informed before the published deadline for entries for each examination series of any potential conflict of interest.

It is the Head of Centre's responsibility to check the qualifications of the centre's assessor for access arrangements (SENCo) and that correct procedures are followed.

- ii. **The Deputy Headteacher/Assistant Headteacher** (DH/AH) provide line management and quality assurance support to the EO on behalf of the HOC and SLT. The AH and EO will meet on a regular basis (no less than once a month) to review all regulations and practices as outlined in the exams policy and related documents.
- iii. **The Exams Officer** (EO) is responsible for:
 - a. Reviewing and ensuring the centre is fully compliant with all updates to regulations and policies as required by the JCQ and exam boards. All changes to regulations or policies must be clearly communicated as required to SLT, staff, students and parents.
 - b. Completing and submitting the National Centre Number Register annual update by the end of October each year.
 - c. Supporting the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series.
 - d. The management and administration of internal and external examinations, including:
 - Registering the centre with exam boards.
 - Timely registration of students on appropriate external courses.
 - The supply, training and management of exam invigilators.
 - The provision of rooms and resources to support external examinations
 - Providing students and parents with a '**Candidate Statement of Entry and Information Booklet**' prior to public examinations.
 - Management of any day-to-day exam-related regulations and protocols
 - Investigation of any suspected maladministration or malpractice.

See Appendix 1 [Exams Officer job description](#) on p. 30

- iv. **The S.E.N. Co-ordinator** (SENCO) is responsible for:
 - a. Understanding the contents, referring to and directing relevant centre staff to the annually updated JCQ publication Access Arrangements and Reasonable Adjustments
 - b. Leading on the access arrangements and reasonable adjustments process.
 - c. The identification and testing of candidates to identify access needs to establish evidence-base for normative ways of working.
 - d. The provision of additional support to candidates.



- e. Liaising with heads of each key stage each term to identify and discuss any students that may require special consideration or adjustments to exam arrangements. All potential concerns must be flagged up in writing to the exams officer at the earliest possible moment.
- v. **The invigilators** are responsible for running exams to comply with JCQ regulations and for maintaining the security of exams in progress. The duties and roles of invigilators are explained in the **Invigilator Handbook** which is published and updated by the exams officer.
- vi. **The Senior Leadership Team** must be fully aware of the [JCQ General Regulations](#) for examinations. The SLT are responsible for ensuring that candidates fully understand and comply with all exam expectations and procedures.
- vii. **The Head of Subjects** are responsible for:
 - a. The identification, management and delivery of appropriate courses.
 - b. Ensuring the course content is taught and assessed in accordance with exam board specifications and JCQ guidelines.
 - c. Ensuring all subject teachers are up to date with changes to exam specifications and requirements.
 - d. Registered with relevant Exam Boards to receive regular updates from the exam board
 - e. Organise appropriate training for subject teachers to equip them for the delivery, management and assessment of the exam specification.
 - f. Guiding candidates and parents about exam entries or amendments to entries
 - g. Providing accurate information to the EO for entering candidates for examinations and adhering to internal and external deadlines as directed by the EO.
 - h. Flagging up any concerns over student health or mental well-being that could negatively impact on students' exam performance. Concerns should be notified in writing to CTL link, EO and SENCO
 - i. Overseeing subject teachers as they prepare candidates for the exam and ensuring content is taught to the required standard and in a timely manner.
 - j. Arranging Safe and secure storage of student NEAs for the required period of time as specified by JCQ.
 - k. Analysing post-result data to inform teaching and learning and advising candidates on requests for a 'review of marking' or future courses.
 - l. Ensuring all scripts requested for teaching and learning are anonymised before use.

NB. no live exam script should ever be used for any teaching or learning purpose beyond confidential discussion between subject specialists.

- viii. **Subject Teachers** are responsible for ensuring they have a clear and detailed understanding of the examination requirements for subjects they teach and the required professional knowledge to support and track pupil progress in line with assessment criteria as stated in



the exam board specification and teacher guidance documents. Any concerns should be referred to the Head of Subject to agree appropriate remedial action.

- ix. **The Curriculum Team Leader** (CTL) is responsible for supporting the HOS with any identified areas of concern regarding the delivery and implementation of the curriculum and/or examination requirements. As part of the school's internal Quality Assurance procedures, the CTL will meet with each HOS in their curriculum team no less than once every 4 weeks and give the HOS opportunity to ask for clarification or flag up any concerns.
- x. **The Candidates** are responsible for:
 - a. Checking their entry lists and timetables
 - b. Understanding and following exam regulations laid down by the JCQ and the school and complying with the requirements of the examination room.
- xi. **The Parents** are responsible for:
 - c. Ensuring candidates are prepared with appropriate equipment to complete the examination
 - d. To ensure candidates arrive on time for external and internal examinations
 - e. To inform the EO immediately if a candidate is:
 - unwell or requires special temporary arrangements which may lead to a request for special consideration. Written evidence from the medical profession should be submitted to the exams officer **before the exam** to support the request for special consideration for all matters related to health.
 - unable to attend an examination
 - f. To support the school and the candidate to ensure the candidate achieves their full potential and adheres to all exam regulations
- xii. **The Data Manager** is responsible for:
 - a. The initial analysis of exam results against targets with comparison over time.
 - b. Preparation and presentation of reports to the SLT.
 - c. Feedback to staff and governors.

3. Confidentiality & Communications

JCQ emails and correspondence **must NOT** be distributed to third parties outside of the exam centre staff. This includes sharing passing on such correspondence to students, parents or other schools or teachers outside of Crompton House.

4. Statutory tests and qualifications

- a. The qualifications offered at this school must be approved by the Senior Leadership Team.
- b. All qualifications offered at key stage 4 and key stage 5 are reviewed annually by the EO to ensure all qualifications are recognised by the most current DfE 'Performance tables – approved qualifications and discount codes.' Changes to validity of qualifications are immediately reported to the DH, AH and HOS so that appropriate action can be taken.



- c. The subjects offered for these qualifications may be found in the school prospectus. If there is a change of syllabus from the previous year, the EO must be informed as soon as the decision to change has been made.
- d. Informing the EO of changes to the syllabus is the responsibility of the HOS.
- e. Decisions on whether a candidate should be withdrawn from a particular subject will be taken in consultation with the candidate, parent/ carer, teacher and senior leaders. A 'Request to Withdraw' must be completed and submitted to the Deputy Head for approval BEFORE any final decision is reached.

Additional guidance refer to:

- ✓ [Section 5: NEA Policy](#)
- ✓ [Section 4: BTEC Policy](#)

5. Exam fees

- i. All entry fees are paid for by the school unless they are A level re-sits which are funded by the candidate. If late entry fees are incurred the exams office may request re-imbursement from the departmental budget.
- ii. If a candidate fails to attend an exam that he/she has been entered for and no medical evidence or evidence of other mitigating circumstances is given, then the school may seek a fee re-imbursement from the candidate.

6. Appointment of invigilators

- i. External staff are used to invigilate exams in order to protect the integrity of public examinations, provide uniformity of experience for students and develop professional expertise.
- ii. Recruitment of invigilators is the responsibility of the EO and AH. See [Appendix 4: Invigilator Job Description and Person Specification](#)
- iii. Securing the necessary DBS clearance for new invigilators is the responsibility of centre administration and is paid for by the centre.
- iv. Rates of pay are set by the school
- v. All invigilators must attend an annual update and training course provided by the EO and a log of all training provided must be kept by the EO and available for inspection when requested.

7. Exam Entries, entry details and late entries

- a. Entry deadlines are circulated to all teaching staff in writing (e.g. email) by the EO.
- b. Students are entered for exams by subject teachers when requested by the EO
- c. Changes to subject entries may be requested by the candidate, parent or carer but may incur a late penalty fee if requested after the final deadline for submission. Late entries must be authorised by the exams officer.
- d. If a teacher has a Year 11-13 class that includes a member of their family, **they must inform the EO by no later than 31st December of that academic year.** The EO must make the awarding body aware of this situation **before the associated entries are submitted on 21st February.**
- e. If required, exam retakes are permitted. GCSE resits are funded by the school and A Level resits are funded by the candidate. All retake decisions are made in consultation with



candidates and subject teachers and conveyed to the exams officer via a re-sit form, which can be obtained from the EO.

f. Exclusions:

- This school does not act as an exam centre for other organisations.
- Centre staff are not permitted to sit qualifications at this school.
- External candidates are not permitted unless they are a former student of the school.

8. Handling and Storage of Exam Papers

The security of exam papers is of paramount importance to ensure the integrity of National examinations. The following protocols must be followed without exception:

- When Exam papers are delivered, they must be booked in at reception
- Reception will contact the EO immediately (or the secondary key holder if the EO is absent)
- The EO will follow JCQ guidelines for checking exam paper packets and reporting any concerns identified. If the EO is not present, the papers must be locked in the exam storage area by a designated keyholder and checked by the EO at the earliest opportunity.
- Exam scripts must not be removed from the exam storage area until the day of the exam.
- On the day of the exam, relevant papers must be checked by the EO and the senior invigilator to ensure the paper, date and time is correct for that date and session.
- Paper packs must be split and sorted in the secure storage area.
- Immediately prior to the exam the papers are transferred to the invigilation team who will take them immediately to the exam room in preparation for the exam session.

9. Pre-release material

- Any pre-release material, including materials for modern foreign language speaking tests, is held in secure storage under the control of the EO until it becomes "live".
- When the material can be released to staff, it must be signed for, on the understanding that HOS will fully brief their staff of the need for confidentiality and keeping the materials within the centre under secure storage.

10. Identification of Candidates

JCQ regulations state, ***"The head of centre must make sure that appropriate arrangements are in place so that all invigilators can carry out adequate checks on the identity of all candidates."***

- For years 10-11 this is by means of an ID card showing the candidate photograph, name and candidate number which is placed on the exam desk prior to each exam.
- For years 12-13 students must display their 6th Form lanyard / Photo ID.

11. Exam series and Timetables

The exams officer will publish the exam timetable for each exam series, both internal and external, to candidates and staff. (Details of the exam timetable will be accessible to parents via the school website)



Internal Mock Exams

- a. Internal mock exams are scheduled by the SLT and CTLs at the start of each academic year and published via the Assessment and Reporting overview Calendar.
- b. Mock exams in years 10-13 are held under external exam conditions and external invigilators are used to run these tests. This serves to provide CPD for invigilators and ensures students are fully conversant with exam procedures.

External Public Examinations

- a. All exams will comply with the JCQ regulations “[Instructions for conducting examinations](#)” which is published annually.
- b. The exams officer and invigilation team are responsible for the day-to-day running of all external exams.
- c. **No teaching staff are permitted in the examinations room** except for members of the Senior Leadership Team to assist with settling students into the exam **provided they have not had any role in preparing the students for the exam being sat.**
- d. Invigilators may ask a subject teacher to assist with a problem that they are unable to resolve; however, teachers may only enter the exam room with the approval of the HOC and under the direction of the senior invigilator.
- e. After the exam, the exam team will hold all exam papers **for 24 hours**, after which time they may be passed to the HOS.

12. Candidate – dress and code of conduct in examinations

- a. The school regulations on acceptable dress, behaviour and use of electronic devices apply at all times.
- b. The school advises that wristwatches, mobile devices (phones/smart watches etc) or any device with direct or indirect internet connectivity must not be brought to public examinations. **They are not permitted in the exam hall for the duration of the examination** (Smart watches are not permitted at any time for students in Years 7-11).
- c. Under normal circumstances the school will make provision to collect and store unauthorised equipment that is brought to the exam, and to return them at the end, **but the school cannot accept any responsibility or liability for these items.** These terms are clearly set out in the ‘**Candidate Statement of Entry and Information Booklet**’ provided to all students.
- d. If a candidate fails to submit his/her wristwatch, mobile phone and/or other electronic equipment in their possession for safe storage during the examination, **it is considered as serious malpractice and will be reported to the relevant exam board** – refer to [section 8: Disciplinary procedures for malpractice](#).
- e. Disruptive candidates will be dealt with in accordance with JCQ [ICE guidelines](#) page 66.
- f. For exams lasting more 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.

13. Late or absent procedures

- a. The EO will inform all candidates of their exam schedule, date and time. It is the candidates’ responsibility to be fully aware of their exam schedule.



- b. On the day of the exam, the EO will publish a list of all candidates, exam room and seat number. These are posted at designated sites in the school. Candidates are expected to consult these in plenty of time to enable them to arrive at the exam room at their designated exam at least 10 minutes prior to the published exam start time.
- c. Candidates who are late to the exam must get permission from the invigilator to enter the exam room. They must enter quietly and not cause a disturbance. The time of arrival will be noted by the invigilator and they will be permitted the full duration of the exam time.
- d. If candidates arrive more than 1 hour after the published start time, the awarding body must be notified using **Form JCQ/VLA-Report on Candidate admitted very late to examination room.** The candidate must be informed that the awarding body may not accept their script.
- e. If a candidate is absent for the exam, the school's normal absence procedures will apply to ascertain the reason for the absence. Unless the candidate arrives at the exam room during the designated exam session, it will not be possible for the candidate to complete that paper.

14. Food and Drink

Candidates are permitted to bring water into the exam room. Drink containers must have any labels removed. Food is only allowed at the discretion of the Exams Officer and usually for medical reasons

15. Leaving the exam room

Candidates leaving the exam room is managed in line with JCQ regulations.

- a. For examinations that last one hour or more, candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination
- b. For examinations that last less than one hour, candidates must be supervised, and question papers must be kept in secure storage until the published finishing time of the examination.
- c. Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence.
- d. Instances will be recorded on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break

16. Managing behaviour

- a. In the Autumn term all exam candidates are issued with the JCQ Information for candidates (coursework, non-examination assessments, on-screen tests, social media and written examinations) electronically. These documents are also posted on the school website and brought to the attention of parents/carers. Candidates also receive a hard copy of the "Instructions for candidates for written exams on the reverse of their exam timetable.



- b. Prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments by way of a special assembly conducted by the Assistant Headteacher
- c. Any inappropriate behaviour in the exam room is deemed as candidate malpractice and the centre would take action set out in section 8 of this policy.
- d. Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be warned that the awarding body will be informed and may decide to penalise them, which could include disqualification. All instances are recorded on the exam room incident log.
- e. The head of centre has the authority to remove a candidate from the examination room but should only do so if the candidate would disrupt others by remaining in the room.

17. Exam clashes

- a. The exams officer is responsible for dealing with exam timetable clashes.
- b. Where candidates have an exam clash and papers are no more than 3 hours long, **both papers must be completed back-to-back in the same exam session.** A 20-minute break is permitted between the papers, but this must be taken in the exam room and under formal supervision.
- c. Overnight provisions may only be permitted for rare and exceptional situations. The EO is responsible for ensuring appropriate supervisory measures are in place and that the necessary supervisory papers have been signed and dated.

18. Special considerations

- a. When students are disadvantaged during an exam, the EO will refer the situation to the exam board for special consideration. It is for the exam board to decide if the situation is of such a nature that the candidate(s) have been disadvantaged and, if appropriate, permit an adjustment to the candidates' marks for that paper.
- b. Should a candidate experience any disturbance during an examination that is **in excess of what is reasonable within the context of normal school life and exam conditions,** the invigilator will make a note of the time, incident and candidate(s) affected in the invigilators log and bring this to the attention of the EO at the earliest opportunity after the exam has been completed.
- c. If a candidate experiences illness, bereavement, trauma, or feels they are in any other way disadvantaged or disturbed, **before or during an exam,** it is the responsibility of the candidate/parent or carer to immediately alert the exams officer who will advise them accordingly. **When appropriate evidence is provided** the exams officer will forward a completed special consideration form to the relevant awarding body.

- 19. Malpractice:** The AH in conjunction with the EO is responsible for investigating suspected malpractice in accordance with the JCQ regulations. Further information on malpractice is detailed in [Section 8: Disciplinary Procedures for Malpractice](#)

20. Whistleblowing

All centre staff have a duty to ensure that the conduct and administration of exams and assessments is carried out according the JCQ and awarding body regulations. Should a member



of staff, a student or a member of the public have concerns that malpractice may have occurred in the administration of examinations such as access arrangements or special consideration or in the conduct of non-examination assessments and timetabled on-screen and/or written examinations concerns should normally be raised initially with the Exams Officer or the Assistant Headteacher with responsibility for exams. The procedure for reporting and investigation staff reports of malpractice/maladministration in exams will follow that set out in the Trust's Whistleblowing Policy.

21. Publishing Exam Results and Post Results Services

Common arrangements for publishing exam results and post-results services, including key dates and deadlines, is under the governance of JCQ and this school will comply with all guidance and regulations set out in the most current edition of the JCQ [Post-Results Services](#) booklet.

- a. The senior leadership team will arrange for the school to be open and provision of staff on results days.
- b. The EO will ensure all staff are informed via email of published deadlines and fees for **Enquiry about Results** (EAR) and **Access to Scripts** (ATS)
- c. On GCSE and A level results day, candidates will receive an individual results slip and further information about EAR & ATS services, deadlines and fees.
- d. If a candidate requests the school post results to their home address, candidates are required to provide a stamped addressed envelope. Alternatively, candidates may give written permission for a third party to collect results on their behalf or request that their results are emailed to a personal email address.
- e. Centre staff or candidates may request EARs if there are reasonable grounds for believing that either:
 - the assessor has not followed due procedures
 - the assessor has not properly applied the mark scheme
 - there has been an administrative error
- f. **The candidate's consent in writing must be obtained before the EO can process any EAR.**
If a candidate instigates an EAR, he/she must complete the "Post Results services enquiry and consent form" and pay the published fee before the EAR is processed. Teaching staff may request an EAR if they have concerns over the reliability of grades awarded. In such instances, staff must first consult the EO and Senior Leadership and explain their concerns. If there is agreement, students must be consulted and a review request form completed. Students must be aware that review of marking may result in marks going up or down. The cost of the review will be at the school's expense.
- g. After the release of results candidates and subject teachers may request the return of exam papers, either by priority photocopy or the original script.
 - If the candidate requests the return of a script the service must be paid by the candidate before the request is processed.
 - If the script has been requested by a subject teacher for teaching purposes **the consent of the candidate must be obtained** (forms available from the exams office). Fees will be paid from the departmental budget. ***N.B. An EAR cannot be requested once an original script has been returned.***

Appeals

Upon receiving the outcome of an EAR, if the requestee is dissatisfied with the outcome they may ask the school to appeal to the examining body. Appeals to the exam board must be made



within two weeks of the outcome of the EAR and therefore, any request must be made within three days of receipt of the outcome.

For appeals and/or complaints relating to Crompton House not agreeing to support or process an Enquiry about a result students or parents/carers must follow the schools complaints procedures as set out in [Section 7: Complaints Procedures.](#)

22. Certificates

- Candidates receive their Exam Certificates at the school's annual award ceremony.
- If a candidate cannot attend the award ceremony, certificates may be collected by a third party after the event.
- The school retains uncollected certificates until such time as the candidate contacts the school with further instructions, or they may eventually be returned to the exam board.

23. DfE Data Collection

- The centre is required to check the school's information on the Department of Education's Schools and College Performance Tables data annually.
- The data should be checked by the Data Manager to ensure all results are entered correctly.

24. Non-Exam Assessments (NEA)

For all matters relating to Controlled and Non-Exam Assessments please refer to the following:

- [Section 5: Non-Exam Assessment Policy](#)
- [Section 6: Appeals procedures and requests for Review of Marking](#)
- [Section 7: Complaints Procedure](#)
- [Section 8: Disciplinary Procedures for Malpractice](#)
- [Appendix 5: Non-Exam Assessments Risk Assessment](#)

25. Contingency Plan

In the event that the Head of Centre or assistant head with responsibility for exams be absent the exams officer would refer to the **Associate Curriculum Deputy**.

In the event of the Exams Officer being absent the following procedures will be followed:

- Any administration tasks, i.e. processing/submission of entries, receipt of exam papers, receipt and processing of results, will be carried out by the Data Manager and/or Data Officer.
- The Data Officer will be responsible for managing the invigilators and running the day to day exams.
- The Data Officer is the centre's secondary keyholder.**
- A detailed contingency plan will be found in the Exams Office and a copy stored on Sharepoint.

***For a full explanation, please consult: 'Exam Contingency Plan 2022/23'
A copy of this document is located in the general file in the exams office.***



26. Emergency evacuation policy

This details how Crompton House School deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

For a full explanation, please consult: 'Emergency evacuation policy (exams) 2022/23'. A copy of this document is located in the general file in the exams office and also in each exam room

27. Escalation process

A full explanation of this process is located in the general file in the exams office.

Section 2: Equalities Policy

Equality Act 2010, special needs and access arrangements

This school will meet the requirements of the Equality Act 2010 by ensuring that the exam centre is accessible and suitable to each candidate's needs. This is the responsibility of the HOC and SLT.

1. Purpose of the policy

This policy is provided as an exam-specific supplement to the centre-wide accessibility plan/policy and details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams

2. The Equality Act 2010 definition of disability

A full definition of what constitutes disability is provided on page 3 of the current JCQ publication: [Adjustments for candidates with disabilities and learning difficulties - Access Arrangements and Reasonable Adjustments.](#)

3. Identifying the need for access arrangements: Roles and responsibilities

Head of centre

- Is familiar with the annually updated JCQ publications and refers to and directs relevant centre staff to them
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.
- Ensures that the correct assessment procedures for access arrangements are followed.



Teaching Staff/Teaching Assistants

- Inform the SENCo of any support that might be needed by a candidate
- Staff **must not** suggest or agree with candidates any access provision, including separate invigilation, but must refer these matters to the SENCo who will adjudicate such matters.

Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication Access Arrangements and Reasonable Adjustments
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Is the qualified assessor on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance

4. Requesting access arrangements – Roles and responsibilities

Special educational needs coordinator (SENCo)

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre delegated
- Applies for approval in conjunction with the Exams Officer through *the JCQ Centre Admin Portal*, or through the awarding body where qualifications sit outside the scope of CAP
- Ensures appropriate and required evidence is held on file to support applications in CAP including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Maintains a file for each candidate that will include:
 - ✓ completed JCQ/awarding body application forms and evidence forms
 - ✓ appropriate evidence to support the need for the arrangement where required
 - ✓ appropriate evidence to support normal way of working within the centre
 - ✓ in addition, for GCSE and GCE qualifications (where approval is required), a printout of the CAP approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector

Exams officer

- Is familiar with the contents of the annually updated JCQ publications General Regulations and Instructions for Conducting Examinations and is aware of information contained in Access arrangements [where this may be relevant to the EO role](#)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)

5. Implementing access arrangements and the conduct of exams - Roles and responsibilities



External assessments:

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [*Instructions for conducting examinations.*](#)

Head of centre

- Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Exams Officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current JCQ [*Instructions for Conducting Examinations p.44*](#)
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Liaises with the SENCo regarding the facilitation, invigilation and rooming of access arrangement candidates
- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues and that they are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams

Teaching Assistants/**Facilitators**

- Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams



- Be fully aware of the JCQ rules and regulations when acting as a Reader, Scribe or Prompter for a candidate
- Be aware of the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal assessments:

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally verified by the centre and moderated by the awarding body.

Special educational needs coordinator (SENCo)

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

Teaching staff

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with assessment schedules to ensure arrangements are put in place when required

Mock exams:

These are exams or tests which are set and marked within the centre.

Special educational needs coordinator (SENCo)

- Liaises with teaching staff and Exams Officer to implement appropriate access arrangements for candidates

Exams Officer

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

6. Facilitating access

On a candidate-by-candidate basis, consideration is given to:

- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

CROMPTON HOUSE CHURCH OF ENGLAND SCHOOL



7. Separate Invigilation within the centre

Separate invigilation within the centre is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take an examination accommodated in another room separate to the main cohort.

Decisions on the awarding of the arrangement are made by either the SENCo or the exams officer and must be supported by evidence of:

- long-term medical condition or long-term social, emotional and mental health needs
- the candidate's difficulties are established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities
- separate invigilation reflects the candidate's normal way of working in internal tests and mock examinations because of a long-term medical condition or long-term social, emotional and mental health needs.

Where a candidate is subject to separate invigilation within the centre, the regulations and guidance within the JCQ publication Instructions for conducting examinations will be adhered to, particularly in relation to accommodation and invigilation arrangements.

Section 3: Word Processor Policy – for use in Examinations

The JCQ regulations, which govern [Access Arrangements](#) for GCSE and A level Examinations state that "Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate **where it is their normal way of working within the centre and is appropriate to their needs.**" For example, the quality of language significantly improves as a result of using a word processor due to problems with planning, organisation or legibility when writing by hand. Where possible the use of a computer should always be considered before considering the use of a scribe to ensure as far as possible that the exam is the candidate's only work and they receive maximum possible marks for each exam.

It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers. N.B. examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet thus the candidate avoids the difficulty of visually tracking between the question paper and screen.

The school SENCO, with subject teachers and the EO, will assess which students should be considered for using a Word Processor in examinations. A word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Examples of particular types of candidates which would benefit from the use of a word processor include a candidate with:



- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly.
- a medical condition.
- a physical disability.
- a sensory impairment.
- planning and organisational problems when writing by hand.
- poor handwriting.
- a temporary injury affecting handwriting.

(This list is not exhaustive)

Students who are identified as benefitting from the use of a word processor will receive a training session from the Examinations Officer to teach them how to use it in examinations. Students will also be asked to identify using a subject tick list, along with advice from the SENCO, in which examinations they will require the word processor.

Exam compliant laptops will be provided by the centre.

Section 4: BTEC Policy

Each curriculum team is responsible for:

- a. Developing, maintaining and implementing internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and the guidelines established by the examining body. These will be evidenced in on-going working practice within the team.
- b. Implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Controlled Assessment as regulated by the examination board and agreed by the school.
- c. Producing a clear and accurate assessment plan, with identified dates for completion of work, and for maintaining accurate and detailed record of pupil progress using the standardised planning and assessment paperwork provided by the examining body.

BTEC Roles and Responsibilities

Quality Nominee: The Quality Nominee oversees the BTEC courses.

Exams Officer: The Exams Officer is responsible for the registration of learners and for the claiming of awards and distribution of certificates.

The Quality Nominee & Exams Officer will provide a Centre Handbook for inspection by the JCQ or be able to indicate where the following information is stored when requested:

- Approval Documents • Assessment Policy/Procedures • Internal Verification Policy/Procedures • Appeals Policy/Procedure • Assessment Malpractice Procedures • Registration & Certification Procedures • Quality Assurance Form Templates: IV of Assignment Briefs, IV of Assessment Decisions, Tracking Sheet – Grading Criteria, Tracking Sheet – Unit Achievement, Year Plan Overview
- Lead Internal Verifier:** The Lead Internal Verifier for each subject is responsible for ensuring that:



- the general assessment procedures, as outlined in the regulations published by relevant examination boards, are properly implemented in practice.
- assessment deadlines are clear, realistic, agreed with all teachers in the department, published in advance to students and their parent/ carer and shared with all relevant parties.
- clear, accurate records of learner achievement are maintained, and hard copies of learners' marks are stored in the exams office as a back-up.
- ensuring the learners are registered and awards are claimed at the appropriate time.
- appointment of additional Internal Verifiers within their department if necessary.
- Production of a BTEC subject handbook (NB. The information does not all need to be in one centralised location, but the handbook must indicate where the information can be located if requested) which is produced in conjunction with teacher/assessors and should contain the following information:

1. **Programme Management & Organisation** • Programme Details • Programme Team • Programme Timetable • Assessment Plan • Internal Verification Schedule • Agendas/Minutes/Meeting Notes • Relevant Correspondence
2. **Teaching & Learning** • Current Programme Specification • Schemes of Work/Lesson Plans • Work Placement Info (if appropriate)
3. **Assessment & Learner Records** • Class Lists/Absence Reports • Assignment Briefs/Calendar • Tracking Sheets – Grading Criteria • Tracking Sheets – Unit Achievement • Records of Assessment/Appeals/Key Skills • Other Info (SATs, Predicted Grades, etc.)
4. **Learner Support** • Recruitment Criteria/Leaflets • Pre-programme Guidance • Diagnostic Testing/Learning Styles, etc. • Induction Arrangements/Checklist • Consultation/Parents' Evening Docs • Tutorial Records
5. **Quality Assurance** • IV Records • Copies of Standards Verifier Reports • Withdrawal/Transfer Data • Programme Review/Evaluation • Learner Questionnaires/Satisfaction Surveys • Retention/Achievement Data • Destination Data • Staff Review & Development Information

Teachers/Assessors: Teachers/Assessors should produce for candidates a Learner handbook (which may be in printed form, but should also be available for students on the school VLE) that contains, where appropriate, the following information:

- Qualification Details • Programme Overview • Registration & Certification Information • Induction Timetable/Checklist • Health & Safety Information • Programme Timetable • Year Plan • Unit Details
- Key Skills/Functional Skills Information • Assignment Schedule • BTEC Assessment Information • Plagiarism/Malpractice • Independent Learning • Appeals Procedure • Tutorial Arrangements

Stages in the Delivery of a BTEC Assignment

1. Assignment designed
2. Assignment verified
3. Subject content delivered
4. Students complete assignment
5. Assignment marked
6. Grade verified (Internal Verifier)



For further details on:

- BTEC staffing arrangements for 2022-23
 - BTEC Internal Verification Policy
 - BTEC Assessment and Malpractice Policy
 - BTEC Registration Certification Policy
- ✓ [Appendix 2: BTEC 2022-23](#)

Section 5: Non-Examination Assessments (NEA) and Policy

Non-Examination Assessments (NEA) is defined as work assigned to and completed by a student during a course of study and contributes to the student's final exam grade; it is marked internally by the teacher before being submitted for review and external moderation by the exam board. Ensuring the validity of the marks produced from NEA is vital in maintaining the integrity and reputation of this school in the assessment of its students.

Crompton House is committed to full compliance with the JCQ NEA guidelines. A copy of the most up-to-date NEA guidelines may be downloaded from: <https://www.jcq.org.uk/exams-office/non-examination-assessments>

The Head of Subject (HOS) is responsible for the implementation and oversight of NEA.

If the HOS has any concern over understanding the requirements of the NEA or regarding the delivery, marking or standardisation they should seek further support and guidance from their line manager (CTL) and/or exams officer.

The HOS must have a suitable NEA folder that can be produced in line management meetings or during inspections to demonstrate full compliance and reliability of Non-Examination Assessments.

This folder will contain:

- Roles and responsibilities of all staff associated with Non-Examination Assessments
- A Non-Examination Assessment plan for the year detailing how and when the assessment and standardisation process will take place. This should include any deadlines set by the exam board for submission of marks and external moderation process.
- Clear information on what task(s) must be completed (whilst the exam board will do all they can to protect the interest of the candidates; it may not be possible to accept work based on the wrong task).
- Copies of NEA guidance that is produced for students/parents to ensure they are fully aware of the requirements and timescale.
- Appropriate Schemes of Work and exemplar lesson plans, or reference to where these are stored.
- Explanation of levels of supervision and control at each stage of the NEA. Unless the exam board states otherwise, the HOS must follow the guidelines set out in the JCQ guidelines for NEAs.
- Minutes of meetings or other documentation as evidence of management and quality assurance.



- A record of all requests for review of marking, along with a dated timeline of action taken and outcomes of the review process.

The Head of Subject must ensure:

1. Candidates' work is marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. All teachers involved in the delivery of NEAs must be fully aware of all relevant aspects of the NEA guidance contained in the exam board specification and JCQ guidance document.
2. Work produced by the candidates under formal supervision is securely stored and only returned to candidates when formal supervision arrangements have been re-established. Secure storage may comprise either:
 - Hand produced documents stored in a **locked** cabinet, cupboard or store area.
 - Digital documents produced and stored on the school's secure network.
3. Work submitted for marking by candidates has been authenticated in line with the requirements of the awarding body. This will include signed declarations (**electronic signatures are permitted in the absence of an original**) by both the student and the teacher supervising the NEA. If the teacher is unable to confirm that the work presented has been completed by the student under the required conditions the work must not be accepted and a mark of zero recorded for the internally assessed work. ***Instances of suspected malpractice will follow guidelines set out in [Section 8: Disciplinary Procedures for Malpractice](#).***
4. Marking of candidates' work is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents (JCQ guidelines permit teachers to take work home for marking under the strict condition that sensible precautions regarding the safety of work is in place. Where several subject teachers are involved in marking candidates' NEA work, the HOS will make appropriate arrangements for internal moderation and standardisation to ensure consistency of marking. All marks awarded must be recorded centrally and accessible to the HOC and EO.
5. Candidates **must** be informed of their centre-assessed marks so that they may request a review of the centres marking **before** marks are submitted to the awarding body. **[See Section 6: Appeals Procedures and Request for Review of Marking.](#)**

Confirmation of the following processes must be sent to the exams officer **one week before the submission deadline**:

- date marking and moderation has been completed
- how and when marks have been disclosed to students
- students have been informed of their right to question and/or appeal against the mark awarded and how.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes and this process is outside the control of Crompton House and is not covered by this policy.



The Head of Centre is responsible for:

- Returning a declaration which is managed as part of the National Centre Number Register annual update to confirm awareness of, and that relevant centre staff are adhering to, the latest version of NEA
- Ensuring the centre's Non-examination Assessment Policy is fit for purpose and covers all types of non-examination assessment
- Ensuring the centre's Internal Appeals Procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

The Curriculum Team Leader (CTL) is responsible for:

- Ensuring that the HOS is aware of and implementing general assessment procedures as outlined above.
- Work with the SLT link and the HOS to ensure all aspects of Quality Assurance are fulfilled as required by the school's policies and procedures.
- Supporting the HOS to ensure all resources (staff, IT, finances, CPD and time required to complete the CA/NEA) are appropriate.

NB. The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of NEA; assessment deadlines must be clear, realistic, agreed with all teachers in the curriculum team, published in advance to students, their parent/ carer and shared with all relevant parties.

The Exams Officer (EO) is responsible for:

- Processing entries in accordance with JCQ and exam board guidelines and based on information provided by the HOS/Subject teacher.
- Where confidential materials are directly received by the EO, the EO is responsible for receipt, safe storage and safe transmission, whether in digital or hard copy format.
- Submit candidates' marks via the secure portal for each awarding body in conjunction with the subject teacher before deadlines.
- On the few occasions where the NEA cannot be conducted in the classroom, the EO will assist in securing suitable accommodation for the controlled assessment to be carried out.

The SENCo is responsible for:

- Ensuring access arrangements have been applied for before the deadline for requesting access arrangements as stipulated by the exam board
- Ensuring that pupils are aware of their entitlement.

NB. The SENCo or delegated teaching assistant will work with HOS/teaching staff to ensure requirements for TAs and student support are carried out in an appropriate and timely manner.

Ownership of NEA work

- On completion, the NEA submitted by students becomes examination material and the school holds it securely until it has no further value as examination material.
- Ownership and copyright of the original NEA is passed to the school on submission by the student. No NEA will be used as exemplars whilst the assessment of that work is still live and



under review by the exam board up to 31st October of the year in which the work is submitted. All NEA used as exemplars must be completely anonymised to protect the identity of the candidate before it is used.

- Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes.
- Students should carefully retain copies of all their work, as the original work will not be returned.

Section 6: Internal Appeals Procedures

Appeals against internal assessment decisions (centre assessed marks)

Some GCSE, GCE and other qualifications contain components of non-examination assessment (or units of coursework) which are internally assessed and standardised by Crompton House School. The marks awarded, which contribute to the final grade of the qualification, are then submitted by the deadline set by the awarding body for external moderation.

This procedure confirms Crompton House School's compliance with JCQ's General Regulations for Approved Centres (section 5.7) that the centre will:

- have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates
- before submitting marks to the awarding body inform candidates of their centre assessed marks and allow a candidate to request a review of the centre's marking.

Crompton House is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Crompton House is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where several subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

The timeline for conducting all NEAs must be clearly published and available to students and parents. The deadline for teachers publishing results to candidates must be **no later than 2-weeks** before the exam board submission deadline to allow for any appeals by candidates for a review of marking. These deadlines will be communicated to students in their class within the allotted time frame and to parents where necessary.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the marking standards to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

Crompton House School will:



- ensure that candidates are informed of their centre assessed marks **no later than 2 weeks** before marks are submitted to the awarding body and should they wish to request a review they must do so no later than **2 days** after marks have been disclosed
- inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as a review will only focus on the quality of their work in meeting the published assessment criteria
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centres marking of the assessment. This will be actioned by the Head of Subject (HOS) or teacher delivering NEAs
- having received a request for copies of materials, promptly make them available to the candidate within 2 school days
- inform candidates they will not be allowed access to original assessment material unless supervised
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline.

Requests for reviews of marking **must** be made in writing to the Exams Officer, **within 2 days of receiving any requested materials**, who will liaise with the Deputy and/or Assistant Head and the HOS to ensure all procedures are correctly adhered to.

All written requests for review of marking **must** be securely stored by the EO until October 31st in the year in which the NEA marks are submitted to the exam board.

The Assistant Head and Exams Officer on behalf of the Head of Centre will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

- ✓ The AH and EO will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- ✓ The EO will inform the candidate in writing of the outcome of the review of the centre's marking.
- ✓ The outcome of the review of the centre's marking will be made known to the HOC and will be logged as a complaint.
- ✓ A written record of the outcome of review will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

For appeals and/or complaints relating to the delivery of the examination content or the way the course or NEA has been conducted, students or parents/ carers must follow the school's complaints procedures as set out in [Section 7: Complaints Procedures](#).



Appeals against the centre's decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal

See section 1 for details on how Crompton House School manages the post-results process.

If the centre advises that a clerical re-check or review of marking may not be in the candidate's best interest and the candidate disagrees the centre will process the request, having made it clear to both the candidate and to their parent/carer that their consent confirms their understanding that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded.

Following an RoR outcome, an external appeals process is available if the head of centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-Results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate (or his/her parent/carer) believes there are grounds for a preliminary appeal to the awarding body, an internal appeal may be made, in writing, to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

Appeals against the centre's decisions relating to access arrangements and special consideration

See section 1.18 for procedures relating to special consideration and section 2 for access arrangements.

Should the centre make a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates and a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted, in writing to the exams officer in the first instance. This will then be escalated to the assistant head with responsibility for exams and the head of centre.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal. If the appeal is upheld, the school will put the necessary arrangements in place and inform the relevant awarding body.

Candidates or parents/carers are not permitted to make direct representations to an awarding body.



Section 7: Complaints procedures

For complaints concerning assessment decision: A pupil or parent must follow the procedure set out in Section 1, point 17 – Publishing Examination Results and Post Results Services

For complaints concerning results and post-results: In the first instance the pupil or parent should make an Informal Appeal to the Exams Officer. If there is still a disagreement, then a formal appeal should be made to the Headteacher.

For complaints concerning procedures and the manner in which the course or assessment has been delivered: In the first instance, the pupil or parent/ carer should contact the teacher to explain their concern and seek further clarification. It is advisable for the teacher to make their line manager aware any student/parental concern. The 3-Stage Complaints procedures set out below must be followed precisely.

For complaints concerning Access Arrangement procedures: In the first instance the pupil or parent should make an Informal Appeal to the Exams Officer. If there is still a disagreement, then a formal appeal should be made to the Headteacher.

For complaints concerning conducting exams: In the first instance the pupil or parent should make an Informal Appeal to the Exams Officer. If there is still a disagreement, then a formal appeal should be made to the Headteacher.

Stage 1: Informal Appeal

Appeal to Teacher, Head of Subject, Curriculum Team Leader, Exams Officer

- The pupil/parent should make their concerns known to the appropriate teacher, HOS, CTL or exams officer to see if the situation can be resolved swiftly. **Informal appeals may be verbal or in writing** (phone, letter or email).
- The teacher, HOS or CTL **must** inform their line manager and the Exams Officer **within 24 hours** of any informal appeal that they believe will not be resolved and may progress to a Stage 2 Formal Appeal.
- The teacher, HOS, CTL and/or EO **must keep a written record of all appeals/concerns** (including emails) and their findings/response until the final certification of that subject is completed.

Stage 2: Formal Appeal

Appeal to Head of Centre (Head Teacher)

- If the pupil or parent is unhappy with the findings/response of the teacher/HOS/CTL they should make an *appeal* in writing to the Head of Centre as soon possible and **no more than 2-weeks after the date of the last external exam in the subject**.
- A full review of the appeal will be carried out by the Deputy Head and the Examinations Officer. This enquiry will collect written statements for all concerned parties and consider whether the practices and procedures followed in the course delivery and/or assessments conformed to the published requirements of the Awarding Body and the Examinations Code of Practice of the JCQ. This will take place before the end of the examination series.
- The appellant will be informed, in writing, of the outcome of the appeal. Details of any relevant communication with the Awarding Body, any changes to the assessment of their work and any steps taken to improve the internal assessment process will be included.



- A written record of the appeal will be kept for a minimum of 18 months 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.

Stage 3: External Appeal

Appeal directly to the exam board

- The Exam Board will expect that stages 1 and 2 have been followed prior to stage 3. If not, the matter will simply be referred to Stage 2 Head of Centre appeal.
- If the pupil or parent is unhappy with the judgement of the Formal Appeal, the HOC is required to escalate the matter to the awarding body. The JCQ guidelines clearly state that candidates or parents are not permitted to appeal directly to the awarding body.
- The appeal to the awarding body must be within 14 days of the completion of stage 2. The appeal must be in writing and include:
 1. The grounds for the appeal
 2. Any supporting documentation (including the written findings provided by the school)

External Moderation of NEA

Internally assessed work is moderated by the Awarding Body to ensure consistency between Centres. Such moderation can change the marks awarded for internally assessed work, **both up or down**. *This is outside the control of Crompton House and is not covered by this procedure.*

It is for this reason that students must be aware that the final mark for their NEA is not fixed until after it has been externally moderated and results published in August on Results Day.

If you have any concerns about external moderation, a copy of the appeals procedure of the relevant examinations board is available from the Examinations Office.

Section 8: Disciplinary procedures for Malpractice

Malpractice', **which includes maladministration**, means any act, default or practice that is a breach of the Regulations or which:

- attempts to give the students an unfair advantage over other students in assessments.
- compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate.
- damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

This list of malpractices is not exhaustive and other instances of malpractice may be considered at the centre's discretion.

Malpractice by learners:

- Plagiarism of any nature, i.e. using others' ideas and words (possibly from books and websites) without clearly acknowledging the source of that information and thereby attempting to present this as original work. This includes directly copying another student's work.
- Collusion between learners to produce work that is submitted as individual learner work
- Deliberate destruction or defacing of another's work



- Fabrication of results or evidence i.e. misrepresentation of the results of experimental work or the presentation of fictitious results.
- False declaration of authenticity
- Impersonation by pretending to be someone else in order to produce work or take their place in an examination.
- **Disruptive or distractive behaviour in the exam room**

Malpractice by Centre Staff:

- Failure to understand and correctly implement examination NEA requirements
- Improper assistance by a member of staff to candidates to influence the outcome of the assessment/examination
- Inventing or changing marks for internally assessed work
- Failure to keep candidates' coursework/portfolio secure
- Failure by the Examinations Officer to manage examinations according to both JCQ and school regulations
- Fraudulent claims for certificates or claims for certificates made prior to the learner having completed all the required elements of assessment.
- Inappropriate retention of certificates
- Knowingly producing falsified witness statements or the submission of work that is not the genuine work of the individual learner

Failure by a centre to investigate allegations of suspected malpractice in accordance with the requirements laid down by the JCQ also constitutes centre malpractice.

This centre will seek to avoid potential malpractice by staff or students by:

- Ensuring all new staff are fully trained, supported and supervised during their induction year. Staff will have access to all guidelines, policies and procedures provided by the centre, JCQ and the examining body.
- Students will be fully informed of the course requirements, how it is assessed, and specific requirements for completing all assessments in accordance with the policies and procedures established by JCQ and the examining body.

Malpractice investigation

Investigations into allegations of malpractice will follow the guidelines and procedures laid out in the JCQ [malpractice/maladministration guidelines](#). The centre will ensure that Exam Boards will be notified in accordance with these guidelines and using the official documentation supplied by JCQ.

Under JCQ regulations, the Head of Centre (HOC) must advise the Exam Board immediately following suspicion of malpractice/maladministration. Failure to do so is considered as centre malpractice.

The exam board will assign the notification of malpractice/maladministration to their lead investigator who will advise and direct the HOC on what actions must be followed. All requests for additional documentation or statements will be completed and returned to the malpractice team in a timely manner as soon as possible to enable the exam board to make a judgement on the situation.

Where serious malpractice/maladministration by a member of staff is suspected, that is liable to bring the school into disrepute and/or adversely affect the examination grades awarded to students, the school will implement its own disciplinary proceedings and investigation alongside the exam board



investigation. **The internal disciplinary proceedings must always remain secondary to the exam board investigation, and any internal proceedings must not conflict with or compromise the exam board investigation.** The member of staff suspected of malpractice/maladministration must be treated with respect and assumed to be innocent until proven otherwise following investigation. As directed by JCQ guidelines the member of staff must be provided with written details making clear what the nature of concern is. They must be given reasonable time to consider and respond to the concerns and union/legal representation and advice.

Full details on procedures and consequences related to suspected candidate or staff malpractice are detailed in the JCQ document: [Suspected Malpractice in Examinations and Assessments - Policies and Procedures.](#)

JCQ notification forms, which also contain a checklist of what steps ought to be completed as part of the investigation process can be accessed via the JCQ website:

- **JCQ Form M1** - Report of Suspected Candidate Malpractice
- **JCQ Form M2a** - Notification of suspected centre staff malpractice or maladministration
- **JCQ Form 2b** - Report into an instance of suspected centre staff malpractice or maladministration

The awarding bodies will determine the application of a sanction or penalty according to the evidence presented, the nature and circumstances of the malpractice, and the type of qualification involved. These penalties may be applied individually or in combination.

Awarding bodies may, at their discretion, impose the following sanctions against candidates:
Warning / Loss of marks for a section / Loss of marks for a component / Loss of all marks for a unit / Disqualification from a unit / Disqualification from all units in one or more qualifications / Disqualification from a whole qualification / Disqualification from all qualifications taken in that series / Candidate debarral.

Once the Awarding Body reach a decision, it will be communicated in writing to the head of centre as soon as possible. **It is the responsibility of the head of centre to communicate the decision to the individuals concerned, and to pass on warnings in cases where this is indicated.**

Section 9: Safeguarding

To be read in conjunction with Crompton House School's Safeguarding policy

Crompton House School ensures that only 'suitably qualified and experienced adults' are employed in the management, administration and conducting of examinations and assessments.

All invigilators/facilitators will be subject to an enhanced DBS check when employed and will be recorded on the school's single central record.

All exam staff are made aware of the good practice guidelines and staff code of conduct in relation to child protection and safeguarding and receive an annual update during the annual training event. This update includes a reminder of the process to report issues or concerns relating to child protection and safeguarding.



Section 10: Data Protection

To be read in conjunction with Crompton House School's Data Protection policy

There is a requirement for the exams office to hold exams-related information on candidates taking external examinations.

Candidates' exams-related data may be shared with relevant organisations to fulfil the school's legitimate interests.

The annually updated JCQ document **Information for candidates – Privacy Notice** which explains how the JCQ awarding bodies process their personal data can be viewed on the school website.

Candidates eligible for access arrangements which require awarding body approval are also required to provide their consent by signing the GDPR compliant JCQ candidate personal data consent form (Personal data consent, Privacy Notice (AAO) and Data Protection confirmation) before access arrangements approval applications can be processed online.

Any concerns or requests for information should be directed to the school's Data Protection Officer.

Appendix 1: The Exams Officer Job Description

- The management and administration of internal and external examinations, ensuring that all exams comply with school and awarding body policy
- Managing the exam entry process for external exams, using specialist computer software, including making entries and despatching them to the awarding body using a secure network
- Arranging domestic exams and organising the timetable
- Setting up and maintaining secure administrative links, via the internet, with each Awarding Body
- Advises the SLT, teachers and support staff on changes to government regulations, specifications, annual timetables and application procedures as set by the various exam boards
- 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 candidates and their parents/ carers are informed of and understand aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that the necessary documents in relation to controlled assessments are completed on time and submitted to the awarding bodies in line with their requirements.
- Receives checks and stores securely all exam papers and completed scripts and records secure collection of completed scripts via the Parcelforce exam service.
- Administers access arrangements and makes application for special considerations using the JCQ:
 - **Access arrangements and special considerations regulations**
 - **Guidance relating to candidates who are eligible for adjustments in examinations.**
- Identifies and manages exam timetable clashes



- Accounts for income and expenditure relating to all exam costs/charges and ensures exam budget is administered responsibly, recouping costs where appropriate and adhering to deadlines to avoid penalty fees
- Line manages the invigilation team and organises the recruitment, training and monitoring of a team of invigilators responsible for the conduct of exams in line with JCQ regulations
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Responsible of students during an exam, ensuring they behave in an appropriate manner and dealing with any problems of behaviour, including discipline, breach of regulations etc, before referring the matter to a senior member of staff
- Liaises with colleagues, parents and students regarding any problems or difficulties and acts as a point of contact for all queries relating to the exam process
- Manages the results process including receipt and distribution of exam results and statistics to students, colleagues and outside organisations.
- Manages the post results processes including dealing with incorrect certification problems, challenging marking and recalling exam scripts
- Collation and custody of exam certificates
- Maintains systems and processes to support the timely entry of candidates for their exams
- Liaise as required with the Data Manager to ensure accurate data is recorded with DfE

Appendix 2: BTEC

Roles and Responsibilities 2022-23

Centre Quality Nominee: Jon Banks – Assistant Head

Exams Officer: Debbie Burgess

Subject: Music Technology – Level 1/2

1. Course Leader:	Katie Bostock
2. Lead Internal Verifier	Katie Bostock
3. Assessor:	Katie Bostock
4. Delivery of Lessons:	Katie Bostock
5. Creation of Assignment Briefs:	Katie Bostock
6. Verification of Assignments:	Katie Bostock, Helen Nixon
7. Internal Verifier: (verification of assessment)	Katie Bostock, Helen Nixon
8. Standards Verifier (SV)	External Moderator appointed by Pearson

Subject: Health and Social Care – Level 3

1. Course Leader:	Sally Ward
2. Lead Internal Verifier	Sally Ward



3. Assessor:	Sally Ward
4. Delivery of Lessons:	Sally Ward
5. Creation of Assignment Briefs:	Sally Ward
6. Verification of Assignments:	Sally Ward / Dave Leggett
7. Internal Verifier(s): (verification of assessment)	Sally Ward / Dave Leggett
8. Standards Verifier (SV):	External Moderator appointed by Pearson

Registration and Certification

Crompton House School is committed to ensuring that standards of registration and certification are consistent, transparent and in line with the requirements of our awarding bodies.

1. Purpose

We shall:

- Register individual learners to the correct programme within the agreed timescales.
- Claim valid learner certificates within the agreed timescales.
- Construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

2. Range and scope of the policy

The range of the policy covers all BTEC courses offered within Crompton House CoE Academy.

3. Responsibilities of the Centre

- Register each learner within the awarding body requirements.
- Provide a mechanism for programme teams to check the accuracy of learner registrations and external assessment entries.
- Make each learner aware of their registration status.
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records.
- Audit certificate claims made to the awarding body.
- Audit the certificates received from the awarding body to ensure accuracy and completeness.
- Keep all records safely and securely for three years post certification.

These procedures are in place to ensure compliancy with the registration and certification requirements of Pearson and to prevent inaccurate or false registrations or certification.

4. Overall Responsibilities

Exams Officer (EO):

- Ensures timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.



- Informs awarding body of any reasonable adjustments or special consideration for individual students.
- Audits certificate claims and those received from the awarding body to ensure accuracy and completeness.
- Ensures all records are kept safely and securely for three years post certificate.
- Ensures external moderation exercises are completed.
- Checks registrations, claims and certificates for accuracy and completeness.

Subject Leaders (SL):

- ensures an audit trail of learner attendance, assessment and achievement is accessible and each learner is aware of their registration status.
- Informs EO of any changes to student details, withdrawals or transfers. Inform EO of any special consideration or reasonable adjustments.

Lead Internal Verifier (LIV):

- ensures that an audit trail of learner assessment and achievement is accessible and supports certification claims.

Quality Nominee (QN):

- coordinates and monitors registration and certification procedures within the centre.
- Ensures external moderation exercises are completed.

Head of Centre (HoC) and Senior Leaders (SL):

- ensures registration and certification policy and procedures are regularly reviewed, disseminated to staff and oversee the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met.

5. Key Processes

Registration:

EO obtains candidate details from MIS in September and requests BTEC course details for individual candidates and course codes from SL (this forms part of the overall predicted grades gathering exercise).

EO registers students by the 1st November in the year that the BTEC programme is started. Registration details are given to SL who checks them. EO is notified of any inaccuracies or changes and acts upon these. Copy of registrations are stored electronically by EO.

Registration of learners with Pearson

All learners undertaking Pearson qualifications must be registered prior to the Pearson set deadline in their first year of the qualification. The registration process is as follows:

- a) In September of the first year of the qualification, all confirmed student class lists are forwarded to the exams officer on request detailing the following;
 - (a) Full title of the qualification to be studied



- (b) QAN code
- (c) Full name of student(s) to be registered

- b) The EO then registers the students on Edexcel Online
- c) Confirmation of registration is to be obtained by the exams officer and a copy is sent to the SL for their records
- d) When appropriate the exams officer will enter students for externally set exams. The lists will then be passed to the program leader who will sign and return.

Should any learner be required to register on a course part way through the course, this must be done as outlined in section 3. Learners can only be registered late on to the course if circumstances prevented the learner from being registered at the start of the course. E.g. late entry to the school.

EO will inform Pearson of any registration changes. It is the responsibility of SL to inform the EO of any changes that occur outside of these dates. Attendance is monitored through Progresso by DO and by records held by subject teachers which are monitored by SL.

Transferring of learners:

Transfer of a learner between programmes at the same centre is not possible at Crompton House as only Level 1 or 2 Work Skills and L3 Health & Social Care are available within the centre.

Transfer of a learner to another centre:

If a registration is being transferred, it is to enable the learner to complete the same programme of study. For a certificate to be awarded the learner's record at the final centre will have to show all the required completed units. Prior to transfer it is essential that a comparison of units previously undertaken is made against the requirement of the new programme. The learner must be advised of any additional work that may be needed to meet in full the requirements of the receiving centre. The initial centre must ensure that all completed units are notified to Pearson, and that all the relevant assessment records are passed to the receiving centre. The receiving centre should not process the transfer until all previous achievement has been notified.

Withdrawal:

LIV/SL will inform EO when a learner leaves before completion. EO to make withdrawals via Edexcel Online. A withdrawn learner may be reinstated at a later date.

Certification

Certification is claimed by the EO via Edexcel Online by 14th June. The LIV ensures assessment records support learner achievement. External sampling is the responsibility of the SL/QN. The EO checks accuracy of certificates against assessment records once received. The EO notifies Pearson of any inaccuracies. The EO organises, distributes and stores certificates securely until issued to learners.



Audit: QN to review implementation of procedures at key points throughout academic year for all active BTECs.

Malpractice

As part of the internal verification process, claims will be sampled to prevent fraudulent or inaccurate claims. This is in addition to the termly scrutiny of work completed by SL. Where any inaccurate, early/late and fraudulent registrations or certification claims are discovered, the QN will report this to the HoC to instigate internal malpractice procedures and report to Pearson.

6. Certification of Learners.

Before any claims for certification can be made for a learner, the following must be completed:

- The learner must have completed all necessary components of the course.
- Any outstanding Internal Verification procedures must have been carried out.
- Any amendments/actions, as identified within the standards verification report, have been carried out, e.g., the report requires the centre to check other assessments, learners to improve work etc.

The process for claiming learner certification is as follows:

- All grades on the subject based tracker must be checked by the lead IV in consultation with the relevant subject teachers to ensure accuracy.
- The Lead IV and a nominated person within each programme area is to enter the grades for each unit on to the centrally held grade tracker with each grade input being coloured green.
- The program leader together with the exams officer enter the grades for each unit/component for each via candidate online individual learner reporting process.

Certification timeline

All certification claims for must be complete by 5th July in any one academic year.

Internal Verification

1. Purpose

We shall ensure:

- Each principal subject area (BTEC Entry Level - Level 3) has an accredited Lead Internal Verifier.
- Internal Verification is valid, reliable and covers all Assessors and programme activity.
- The Internal Verification procedure is open, fair and free from bias.
- Accurate and detailed recording of Internal Verification decisions takes place in timely fashion.

2. Responsibilities of the Centre

In order to fulfil the purpose of the policy, Crompton House will ensure:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, that they are registered with Pearson and have undergone the necessary standardisation processes.



- Brief and train staff of the requirements for current internal verification procedures.
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff.
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area.
- All centre assessment materials are verified as fit for purpose.
- Standardised Internal Verification documentation is provided and used.
- Identified staff maintain secure records of all internal verification activity.
- An annual internal verification schedule linked to assignment plans is in place.
- Verification of an appropriately structured sample of assessor work from all programmes and teams to ensure centre programmes conform to national standards.
- **All** BTEC teachers submit work to be internally verified.
- Assignment Briefs are submitted **before** being given to learners and a record kept in the course file.
- Each task for all taught units must be sampled for a range of learners across a range of grades. Records of evidence must be kept in programme file.
- Lead IV's and programme leaders must produce an IV plan and an assessment plans for all the programme being delivered within their department.
- Internal Verification and documents will form part regular checking in line with the school policy.
- ALL IV documentation should be signed by both the assessor and the IV, even where actions have been completed.
- Secure records of all Internal Verification activity are maintained.
- Use of the outcome of internal verification is used to enhance future assessment practice.

3. The Assignment Brief

A written brief will be issued to learners at the start of the assessment process for any given unit. The brief will contain the following information:

- Title and level of qualification
- Title and number of Unit(s) being assessed.
- Title/Reference of the assignment.
- Date the assignment is issued and the required submission date.
- Overview and aims.
- A suitable scenario

Assignments Briefs are designed to:

- develop a learner's knowledge, skills and understanding in a defined area of study.
- measure evidence of their learning against:
 - ♦ learning aims what the learners needs to know, understand and do.
 - ♦ assessment criteria the grade level at which the learner can achieve each learning aim.

Assignments written for BTECs will not be written with discrete tasks signposted to individual assessment criterion. Tasks will target **all** the assessment criteria in a learning block.

Grading Criteria

The written brief states exactly which assessment and grading criteria (as applicable) are being assessed.



Note: Crompton House will not re-write any aspect of the unit criteria, nor add any centre devised criteria.

Forms of Evidence

A clear statement of what the learner is expected to produce as evidence, and how that evidence will be assessed.

Other information might include:

- resources
- reference materials
- employer link (Work Skills)

Links

- BTEC Centre Guide to Internal Verification 2022/23

<https://qualifications.pearson.com/en/support/support-topics/assessment-and-verification/btec-assessment-and-verification-tools.html>

- BTEC Centre Guide to Standards Verification
- Assessment & verification tools/ templates
- BTEC Centre Guide for Lead Internal Verifiers
- BTEC Guide to Standards Verification Entry to Level 3 2022/23

https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Standards_Verification_BTEC_NQF_Firsts.pdf

Assessment and Malpractice Policy

1. Purpose

- To make sure that the way we assess is valid, reliable and does not disadvantage any group of learners or individuals.
- To ensure our assessment procedures are open, fair and free from bias and to national standards.
- To ensure accurate and detailed recording of all assessment decisions is maintained.

2. Range and scope of the policy

The range of the policy covers all BTEC courses offered within Crompton House CoE Academy.

3. What is BTEC assessment

All BTEC programmes are made up of units. Each unit is assessed and counts towards an overall qualification. All BTEC programmes are assessed by reference to the assessment and grading criteria published in the programme specifications. The specifications can be downloaded from each BTEC qualification subject page.

BTEC units are graded in Pass, Merit or Distinction.



Why is it important?

Assessment is a crucial part of BTEC delivery because most BTEC assessments (in the form of assignment briefs) are written and developed by staff in the centre. It is essential that the assessment and verification of learner work is accurate, rigorous and in line with national standards promoted by the exam board.

3. Responsibilities of the Centre

Crompton House will:

- Ensure that learners are provided with assignments that are fit for purpose to enable them to produce appropriate evidence for assessment.
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for assessment.
- Assess learner's evidence using only the published assessment and grading criteria.
- Ensure assessment practices meet current BTEC assessment requirements and guidance.
- Ensure that assessment decisions are impartial, valid and reliable not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for Malpractice.
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation.
- Monitor standards verification/external examination reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.
- Maintain and store securely all assessment and internal verification records in accordance with Pearson Approval Centre Agreement.

2. The Assessment Plan

The assessment plan will be produced at the beginning of the academic year and shared with the other members of programme. The Lead Internal Verifiers for each programme will complete the assessment plan (Work Skills & Health & Social Care). It will be held on the teachers shared drive for relevant members of staff to access.

The assessment plan should include;

- The assessment and internal verification team for the programme.
- Coverage of all the criteria against which learners will be assessed.
- Assignment hand-out and hand-in dates
- Dates for submission
- Dates for internal verification



- Dates for opportunities for resubmission

Note: Assessment plans may change and will need to be flexible to meet the evolving needs of the teachers and learners.

3. The Assignment Briefs

All assignment briefs should be prepared before the start of the academic year and internally verified before they are given out to the students. They will be prepared by the Lead Internal Verifier for each programme. They should be achievable and provide the students with all the information required to succeed.

All assignment briefs will be stored on the teachers shared drive, along with their IV.

To reduce the chance of plagiarism and malpractice, all assignment briefs should be changed each year. All assignment briefs will be designed using Pearson specific templates.

4. Submission

For each assignment task the student must submit the following:

- An assignment which consists of evidence towards the targeted assessment criteria.
- A signed and dated declaration of authenticity which confirms the evidence has been produced independently.
- Appropriate referencing

5. Feedback

During teaching sessions teachers use their professional judgement about the quality and nature of feedback. Feedback can include:

- Identifying area for progression, including Stretch and Challenge.
- Explain what learners need to do to achieve a pass, merit or distinction.
- Give feedback on how to improve their knowledge and skills.
- Predicted grades can be given to learners.

Once the learner begins work for the assessment, the teacher can:

- Give guidance on how to approach the requirements.
- Give confirmation of what the assignment brief requires.
- Give guidance on appropriate behaviour.

Once the learner begins work for the assessment, the teacher **must not**:

- Provide specific assessment feedback on the evidence produced by the learner before it is submitted for Assessment.
- Confirm achievement of specific assessment criteria until the assessment stage.



The feedback from the assessor must be completed on the Pearson approved assessment feedback form and within the specified time allocated within the assessment plan, against each assessment criteria. This is the formal opportunity for the assessor to give feedback to support learner progression.

The assessor should give feedback on which criteria the learner has achieved, and not achieved, giving clear reasons the learner can learn and progress and must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade (should the Lead Internal Verifier authorise a resubmission).

The assessor should not limit or 'cap' learner achievement if work is submitted late.

All relevant documentation is provided in the GGSK College teacher's handbook.

6. Re-submission

The Lead IV may authorise one opportunity for the student to resubmit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met:

- The student has met the initial deadline set in the assignment or has met an agreed deadline extension.
- The assessor judges that the student will be able to provide improved evidence without further guidance.
- The original work has been authenticated by both the student and the teacher.

If any of the above three conditions are not met the Lead IV must not authorise a re-submission.

If the Lead IV authorises a re-submission it must be:

- Recorded on the assessment feedback form.
- Completed within 10 working days of the student receiving the results of the assessment.
- Undertaken by the student without any further guidance.

The student and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work.

A full paper trail of all student work from submissions and re-takes must be kept by the assessor, as this needs to be made available for standards verification.

All learners are made aware of this during their induction.

7. Assessment Evidence

Before starting an assessment the assessor must ensure that each student understands the assessment requirements. This includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The students must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.

8. Assessment



- Can take many forms: written-formal essays, evaluations, notebooks; records; studio logs; timesheets; plans; tutor observation and witness statements; photographic/digital
- Can be practical work within the specialist area of qualification
- Should be timed carefully to reduce overload

Course leaders and teachers should use a range of assessment strategies as this can enhance learning; improve knowledge of the grading criteria and of how to progress to higher-grade achievement.

Different assessment methods can be used with different learners, they do not all have to provide evidence in the same way. You could set them a task and give them a choice for example, of either presenting a written report or delivering a presentation or just have a one-to-one discussion etc. It is important that every learner is aware of the assessment process.

If group work is used, teachers must be aware of the requirement that assessment is done at individual learner level. The use of Witness Statements, Tutor Observation sheets (see below) or other paperwork that records achievement at criterion level against the activity that is being observed is strongly recommended. Checklists prepared against unit grading criteria are one way of doing this.

All learners evidence should be assessed using only the published assessment and grading criteria.

9. Assessment Decisions

The learners' work should be assessed against the published assessment and grading criteria. The assessment decision should be impartial, valid and reliable. If a student feels it is not, they should discuss this with the Quality Nominee or Examinations Officer. They are then also able to make a complaint by following our complaints and appeals procedure.

10. Observation records and Witness Statements

Observation record

An observation record is used to provide a formal record of an assessor's observation of learner performance (e.g. during presentations, practical activities) against the targeted assessment criteria. Please note: observation record is a source of evidence and does not confer an assessment decision. The record will:

- Relate directly to the evidence requirements in the unit specification.
- Provide primary evidence of performance to support subsequent assessment decisions.
- Is sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Observation records should:

- Be accompanied by supporting/additional evidence. This may take the form of visual aids, video/audio tapes, CD's, photographs, handouts, preparation notes, cue cards, diary record or logbook and/or peer assessments records, etc.
- Be completed by the assessor who must have direct knowledge of the specification
- Record the assessor's comments



- Also include the learner's comments
- Be signed and dated by the assessor and the learner
- Be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

Witness statement

A witness statement is used to provide a written record of learner performance against targeted assessment criteria. Someone other than the assessor of the qualification/unit may complete it. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the learner in the given situation. The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment criteria, if:

- The witness is provided with clear guidance on the desirable characteristics required for successful performance.
- The evidence requirements are present on the witness testimony (this may need further clarification for a non-assessor); The learner or witness also provides a statement of the context within which the evidence is set.

Please note: A witness statement is a source of evidence and does not confer an assessment decision.

The assessor must:

- Consider all the information in the witness statement.
- Note the relevant professional skills of the witness to make a judgement of performance.
- Review supporting evidence when making an assessment decision.
- Review the statement with the learner to enable a greater degree of confidence in the evidence.
- Be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.
- When a number of witnesses are providing testimonies: It may be helpful to collect specimen signatures.
- All witness testimonies should be signed and dated by the witness.
- Information of their job role/relationship with the learner should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. It should be noted that witness testimonies can form a vital part of the evidence for a unit but they should not form the main or majority assessment of the unit.

11. Deadlines

Deadlines for assessment are an important part of these vocational qualifications. Learners must be encouraged to develop good habits that will stand them in good stead in the future. However, once evidence is accepted for assessment, learners cannot be penalised for work submitted after the



deadline. Criterion referenced qualifications demand that only the grading criteria for the use can be used for assessment decisions. The Lead IV can only authorise a re-submission if the agreed deadline date has been met by the student.

12. Recording & Tracking

- Teachers must keep records of learners and their assessed work. All records of student's grades are kept on a central spreadsheet. This allows all relevant teachers to access it.
- The tracking sheet should be populated with grades awarded by the teacher. The work which has been internally verified should be coloured in green.
- Teacher records must be monitored and sampled by the Lead IV and QN. Due to the small cohort sizes at Crompton House, all work assessed is internally verified.
- Learner assessments and verification records must be stored securely by the QN until all the final grades have been submitted (on the teachers shared drive); certification has been received by the school and handed out to the learners. In the event of an appeal against a grade then the evidence of assessments should be kept until the appeal has been concluded.
- Learner grades must be kept in a secure location for three years after certification.
- All work should be kept for 12 weeks after certification

Weaknesses in assessment

Where there is an identified weakness in the assessment process the following will happen:

- EO/QN/Lead Internal Verifier's will initially offer support and guidance. This will include setting actions as per Edexcel/school documentation and making sure the actions are followed up.
- If necessary, the Quality Nominee and senior staff will become part of the support and guidance process.

13. Extensions and extenuating circumstances

Extensions

Extensions for individual items for coursework may be requested before the submission date on the grounds that illness or an accident or a personal crisis or factors outside the student's control have adversely affected or will adversely affect the time available for completion of the assignment.

- Extension requests must be completed on the appropriate pro-forma.
- Extension requests can only be agreed and signed by your tutor/programme leader.
- Extensions are granted for a maximum of 1 week.
- When submitting an assignment for which an extension has been agreed, it is essential that the completed pro-forma is attached.

Extenuating Circumstances

Acceptable evidence of extenuating circumstances would include originals of:

- Medical Certificate which must be specific about the nature of the illness and the dates affected and confirm that this is the doctor's own diagnosis. It is not sufficient for the



doctor to write a letter stating that the student saw him/her and “said” that they were or had been suffering from stress etc. Self-certification is not acceptable.

- Letter from solicitor, summons to attend court, eviction notice.
- Death certificate (i.e. of a close relative)
- Letter from a transport official confirming serious unforeseen disruption to transport

14. Authentication of Assessed Work

The learner must complete a signed and dated declaration of authenticity for each assignment, which confirms they have produced the evidence themselves. This is compulsory.

15. Assessment Malpractice

Crompton House will do all it can to protect the integrity of this centre and BTEC qualifications.

In order to do this, Crompton House will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre’s policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher and all personnel linked to the allegation. It will proceed through the following stages:
 - Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
 - Give the individual the opportunity to respond to the allegations made.
 - Inform the individual of the avenues for appealing against any judgment made.
 - Document all stages of any investigation.
 - Where malpractice is proven, this centre will apply appropriate penalties/sanctions.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion

- Plagiarism of any nature.
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another’s work.
- Fabrication of results or evidence. False declaration of authenticity in relation to the contents of a portfolio or coursework.
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one’s place in an assessment/examination/test.



Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates.
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made.
- Failure to keep candidate coursework/portfolios of evidence secure.
- Fraudulent claims for certificates.
- Inappropriate retention of certificates.
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner.
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework.
- Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Links

Pearson Centre Guidance on dealing with malpractice and maladministration in vocational qualifications: This is Pearson's policy on dealing with assessment malpractice and maladministration relating to BTEC programmes;

<https://qualifications.pearson.com/en/support/support-topics/exams/examination-guidance/malpractice-and-plagiarism.html#%2Fsts=Additional%20guidance>

Plagiarism Factsheet;

<https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/Plagiarism-Factsheet.pdf>



..Appendix 3

Word Processor required in exams

Name

Candidate number

Date

I require a word processor in the following exams:

Subject	Word Processor (tick if required)	Extra time required

Signed (student)

Signed (SENCO)



Appendix 4: Examination Invigilators Job Description

Reporting to	Examinations Manager	Hourly pay rate	£10.50
Hours of work	At various points of the academic year when mock exams are taking place and during the main exam season of May and June.		

Main duties

1. To conduct examinations in accordance with the Joint Council for Qualifications (JCQ), awarding body and Compton house School's regulations and instructions
2. To have a key role in upholding the integrity and security of the examination/assessment process

Before exams

- Report to and be briefed by the exams officer prior to each exam session
- Keep confidential exam question papers and materials secure before, during and after exams
- Ensure exam rooms are set up according to the requirements
- Admit candidates into exam rooms under formal exam conditions
- Identify candidates and seat candidates according to the required arrangements
- Distribute the correct question papers and exam materials to candidates
- Instruct candidates in the conduct of their exams
- Deal with candidate questions
- Start exams

During exams

- Supervise and observe candidates at all times and be vigilant throughout exams
- Keep disruption in exam rooms to a minimum
- Deal with emergencies or irregularities effectively
- Record/report any incidents, disruption or irregularities
- Complete attendance registers
- Deal with candidate questions according to the regulations

After exams

- Instruct candidates in finishing their exams and collect exam scripts and exam materials
- Dismiss candidates from the exam room
- Check candidates' names on scripts, match the details on the attendance register
- Securely return all exam scripts and exam materials to the exams manager

Other tasks

- Undertake training, update and review sessions as required
- Prior to invigilating any exam in a new academic year undertake relevant invigilator training for that academic year



- Undertake, where required and where able, other duties requested by the exams officer, for example:
 - centre supervision of exam timetable clash candidates between exam sessions
 - facilitating access arrangements for candidates, for example as a reader, scribe etc. (full training will be provided)
 - other exams-related administrative tasks including maintaining question paper security by supporting the 'second pair of eyes check'

This job description should be read in conjunction with the accompanying person specification.



Invigilator – Person Specification	Essential/ Desirable	How Identified (Application/Interview)
Qualifications Good general education.	E	A/I
Communication Ability to receive and follow clear instructions both written and oral. Ability to convey instructions to students in a confident manner.	E E	A/I A/I
Planning & Organisation Ability to produce clear and concise notes/reports/records.	E	A/I
Forward Thinking Ability to evaluate, assess and contribute to improvements in current working practices.	D	A/I
Technical Knowledge of examination practices & procedures.	D	A/I
Personal Experience of working under pressure and responding quickly to changing demands. Demonstrate experience of working with confidential information where discretion is paramount. Must be able to work within the ethos of the school. Ability to work individually and as a member of a team. Displays commitment to the protection and safeguarding of children and young people. Is willing to work within organisational procedures, processes and to meet required standards for the role. Ability to confidently supervise students within a contained environment. Excellent punctuality and attendance.	E E D E E E E E	A/I A/I A/I A/I A/I A/I
Special Working Conditions Has relevant previous experience working with children and young people, ideally in a similar environment. Positive, open, and friendly attitude to service improvement and delivery.	D E	A/I A/I



Appendix 5: Non-Examination Assessments - Risk Assessment

Risk	Action	By Whom
Timetabling		
NEA schedule clashes with other activities	<ul style="list-style-type: none"> Plan/establish priorities well ahead CA/NEA timetable to be agreed during first 2 weeks of new academic year 	JBA
Too NEAs close together across GCSE subjects	<ul style="list-style-type: none"> Plan/establish priorities well ahead CA/NEA timetable to be agreed during first 2 weeks of new academic year Late additions to confirmed controlled assessment timetable agreed by senior leaders 	JBA
Accommodation		
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA	Class teacher
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Class Teacher
Downloading awarding body set tasks		
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases Book IT equipment well ahead and download tasks before scheduled date of assessment	Class Teacher
Teaching staff unable to access task details	Test secure access rights ahead of CA/NEA schedule every year and every session Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the CA/NEA schedule	Class Teacher HOS
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date Contact awarding body and ask for replacement task; download again	Class Teacher
Absent candidates		
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Class Teacher/HOS



Control levels for task taking		
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	<p>Ensure teaching staff know what level is applicable and understand what is involved.</p> <p>Seek guidance from the awarding body</p>	<p>HOS/CTL</p> <p>DBU/JBA</p>
Supervision		
Student study diary/plan (if applicable)not provided or completed	<p>Ensure teaching staff are aware of the need for study diary/plans to be completed early in course</p> <p>Ensure candidates start, continue and complete study diary/plans that are signed after every session</p>	<p>CTL/HOS</p> <p>Class teacher</p>
Teaching staff do not understand that the supervision of NEAs is their responsibility	Ensure teaching staff fully understand the nature of NEA and their role in supervising assessments	DBU/JBA
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any CA/NEA session where a teacher is not supervising, in line with the awarding body's specification	CTL/DBU/JBA
Task setting		
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	CTL/HOS
Assessments have not been moderated in line with the awarding body's specification	<p>Check specification and plan required moderation appropriately</p> <p>Seek guidance from the awarding body</p>	<p>CTL/HOS</p> <p>DBU/AHO</p>
Security of materials		
Assessment tasks not kept secure before assessment	<p>Ensure teaching staff fully understand the importance of task security</p> <p>Contact the awarding body to request/obtain different assessment tasks</p>	<p>CTL/HOS/AHO</p> <p>DBU</p>
Candidates' work not kept secure during or after assessment	<p>Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary</p> <p>Seek guidance from the awarding body</p>	<p>CTL/HOS</p> <p>DBU</p>



Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course Find alternative storage within the centre	Class Teacher/DBU
Deadlines		
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Class teacher Class teacher DBU
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines Ensure teaching staff have access to online secure website for awarding bodies Seek guidance from awarding body	CTL/HOS CTL/HOS DBU
Authentication		
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking Find candidate and ensure authentication form is signed	Class teacher Class teacher Class teacher
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature Ensure authentication forms are signed as work is marked	CTL CTL/HOS/Class teacher
Marking		
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Ensure one member of staff from the department attends awarding body standardising meeting each year Plan for sampling of marking during the practice phase	CTL/HOS CTL/HOS CTL/HOS
Centre does not run the standardisation activity as required by the awarding body	Check with the awarding body whether a later standardisation event can be arranged	DBU