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1. Policy Purpose

The purpose of this exam policy is:

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

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

The exam policy will be reviewed annually.

The exam policy will be reviewed by the Head of Centre, Senior Leadership Team and Exams officer.

2. Exam Responsibilities

Head of Centre (Principal)

Having overall responsibility for the academy as an exam centre, the Head of Centre:

- advises on appeals and re-marks.
- is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams Manager/Exams Officer

The Exams Manager/Exams Officer manages the administration of public and internal exams:

- advises the Senior Leadership Team, Faculty Leaders, form tutors and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them;
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- provides and confirms detailed data on estimated entries;
- receives, checks and stores securely all exam papers and completed scripts;
- administers access arrangements and makes applications for special consideration using the JCQ publications *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*;
- identifies and manages exam timetable clashes;
- accounts for income and expenditures relating to all exam costs/charges;
- line manages the exam invigilators including organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams;
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;

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- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests;
- maintains systems and processes to support the timely entry of candidates for their exams.

Teachers

Teachers are responsible for:

- notification of access arrangements requirements (as soon as possible after the start of the course);
- submission of candidates' names to heads of department/school/curriculum.

The SEN Coordinator (SENCO)

The SENCO is responsible for:

- identification and testing of candidates, requirements for access arrangements;
- provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Admin Staff/invigilators

The above staff, under the direction of the Exams Manager / Exams Officer are responsible for:

- collection of exam papers and other material from the exams office before the start of the exam;
- collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

Candidates are responsible for:

- confirmation and signing of entries;
- understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

3. Qualifications Offered

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

The qualifications offered are International Baccalaureate, IGCSE, GCSE, Cambridge Technical and BTEC.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the exams office must be informed by 1st September in that academic year.

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Informing the exams office of changes to a specification is the responsibility of the Head of Centre and Senior Leadership Team.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates/parents/carers, subject teachers, Faculty Leader and Senior Leadership Team.

4. Exam Seasons and Timetables

Exam seasons

Internal exams and assessments are scheduled throughout the year.

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

Internal exams held under external exam conditions.

The Head of Centre and Senior Leadership Team decides which exam series are used in the centre. On-demand assessments can be scheduled only in windows agreed between the Exams Officer and the Senior Leadership Team.

Timetable

Once confirmed, the Exams Officer will circulate the exam timetable for external exams.

5. Entries, Entry Details and Late Entries

Entries

- Candidates are selected for their exam entries by the Head of Centre, Heads of Sixth Form, Faculty Leaders and/or subject teachers.
- Candidates or parents/carers can request a subject entry, change of level or withdrawal.
- The centre accepts entries from external candidates from members of staff only.
- The centre does not act as an exam centre for other organisations.
- GCSE re-sits are allowed by Sixth Form students.
- Re-sit decisions will be made in consultation with candidates, Head of Centre, Heads of Sixth Form,
- Faculty Leaders and/or subject teachers.

Late Entries

- Entry deadlines are circulated to Faculty Leaders via Email.
- Late entries are authorised by the Vice Principal.

6. Exam Fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

7. Equality Act 2010, Access Arrangements and Special Educational Needs (SEND)

Equality Act 2010

The Equality Act 2010 extends the application of the Equality Act to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Access Arrangements

The Special Educational Needs Co-ordinator (SENCO) will inform subject teachers of candidates with special educational needs and disability (SEND) requirements who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

All candidates with arrangements must be signed off by the Vice Principal.

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

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

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

Rooming for access arrangement candidates will be arranged by the SENCO with the Exams Officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Officer.

8. Contingency Planning

Contingency planning for exams administration is the responsibility of the Exams Officer.

9. Private Candidates

Managing private candidates is the responsibility of the Exams Officer.

10. Estimated Grades

Head of Centre, Vice Principal, Faculty Leaders and subject teachers are responsible for submitting estimated grades to the Exams Officer when requested by the Exams Officer.

11. Managing Invigilators and Exam Days

Invigilators

The recruitment, training and management of invigilators is the responsibility of the Exams Officer.

Invigilators' rate of pay is set by the Academy Trust (LEAF).

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Exam Days

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

Site management is responsible for setting up the allocated rooms.

All exams will be conducted in accordance with JCQ regulations.

Subject staff and members of the Senior Leadership Team may be present at the start of the exam to assist with identification of candidates but must not act as invigilators for the exam.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of the session. A copy of the exam paper will be distributed to Team Leaders at the end of the exam session.

Preparation for the Exam

Exam Officer and invigilators must:

- Check candidates' seats are the correct distance apart (1.25m).
- Warning Signs to Candidates **MUST** be displayed clearly.
- Check no work is displayed on walls.
- Make sure clock is working and is visible to all candidates.
- Centre number **MUST** be displayed on Flip Chart/Whiteboard.
- Check mobile telephones or other electronic devices are not in Examination Room.
- Ensure all sealed examination papers and stationery are ready.
- Be aware of any special announcements which must be made (i.e. Erratum Notice) and ensure that candidates are notified of these.
- Examination details must be displayed on Flip Chart/Whiteboard.
- Clear pencil cases, no calculators (unless specified on exam paper), or calculator cases, no tippex/correcting pens.

12. Candidates, Clash Candidates and Special Consideration

Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

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Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or senior invigilator. *Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.*

Care & Guidance is responsible for handling late or absent candidates on exam day or subsequently.

Clash candidates

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

Special consideration

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

The candidate must support any special consideration claim with appropriate evidence within the awarding body deadline, for example by providing a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within the appropriate window.

13. Internal Assessments and Appeals

Internal assessment

It is the duty of Faculty Leaders to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks for all internally assessed work and estimated grades are provided to the exams office by the subject teachers, Faculty Leaders, Head of Centre and Vice Principals.

Appeals against internal assessments must be made by the 30/04/2017.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office (see Appendix 3).

14. Controlled Assessment

Controlled assessments are internal assessments taken under controlled conditions and are designed to take place within the normal teaching timetable, for example in the classroom, lab or workshop.

Key features:

- Enables a more integrated approach to teaching and learning and assessment;
- Provides an increased facility to ensure that work is the student's own;
- Enables teachers to choose the timing of the controlled assessment;

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- Enables teachers to select form a choice of tasks and contextualised them;
- Is viewed as part of the course, rather than a separate activity. It is an integral part of teaching and learning;
- Usually takes place in the classroom, within the normal timetable;
- Features levels of control designed to maximise reliability and authenticity.

Process of Controlled Assessment:

The process has 3 stages:

1. Task Setting

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

2. Task Taking

Three levels of control apply:

- Low control – students can work unsupervised outside the classroom. This is normally the research stage
- Medium control – students can work under informal supervision. This is normally the analysis stage
- High Control: Students complete their task under direct supervision throughout. This is the write up stage.

3. Task Marking

Task marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework.

Staff Responsibilities for Controlled Assessments

1. It is the responsibility of each Faculty Leader to obtain the controlled assessment task details from the exam boards and make sure students take appropriate units to achieve the qualification;
2. The Faculty Leader should choose the most appropriate time and place for the controlled assessment to take place;
3. The Controlled Assessment may take place during timetabled class time;
4. Departments must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place;
5. Relevant display materials must be removed or covered up;
6. All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions;
7. Each student is to keep a research diary where they note the guidance and feedback received from their teacher. The diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography;

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8. All assessment materials must be locked in a suitable secure cabinet at the end of each session;
9. Separate user accounts for exam use must be used for high control level work. These must have no access to internet or e-mail and must only be accessible during the controlled sessions. If work is saved on memory sticks these must be collected in after each session and locked away as in 8 above;
10. If a student is absent, the teacher must allow that student the chance to make up the time if necessary;
11. For long absences, special consideration should be applied for;
12. Entries for controlled assessment must be made at the appropriate time;
13. Attendance records from assessment sessions should be kept by the subject teacher;
14. Work may be handwritten in black ink or word processed. Printouts, charts and videos can be included where appropriate;
15. Where the specification permits students to work with others, e.g. during collection of data, any descriptions of the joint work must be in each candidate's own words;
16. Where work is assessed by the teacher and externally moderated by the exam board, standardisation of marking must take place in the school if more than one teacher is involved in the assessing;
17. If suspected malpractice occurs, the Exams Officer must be informed;
18. If a student's work is lost within the school, this must be reported to the exam board;
19. Authentication forms must be signed by the teachers and candidates;
20. Access arrangements do apply to controlled assessment;
21. The assessment marks must be given to the Exams Officer in good time to be submitted to the exam board by the appropriate date;
22. Candidates' work must be securely stored as in 8 above until all results have been verified;
23. Re-sits of controlled assessment may be allowed in the next exam session;
24. After the results are published it may be possible to request a re-moderation of the work.

15. Results and Post-results

Accessing results

The Exams Officer will:

- Access results from awarding bodies under restricted release of results;
- Resolve any missing or incomplete results with awarding bodies in consultation with the Vice Principal;
- Provide provisional statements of results to candidates on publication of results;
- Provide summaries of results for relevant centre staff on publication of results.

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Post-results services

The Exams Officer will:

- Provide information to candidates and staff on the services provided by awarding bodies and the fees charged;
- Provide a process to record requests for services and collect candidate informed consent and fees where relevant;
- Submit requests to awarding bodies to meet the external deadline;
- Track requests to conclusion and inform candidates and relevant centre staff of outcomes.

16. Certificates

Certificates are posted (first class) or collected from the exams office and signed for.

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

Certificates are withheld from candidates who owe fees.

The centre retains certificates for twelve months.

.....
Head of Centre

.....
Exams Officer

Date:

The policy is next due for review on 31/08/2017

APPENDIX 1: EMERGENCY EVACUATION PROCEDURE FOR EXAMINATIONS

The invigilator must take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence, together, using the nearest fire exits.
- Collect the attendance register (in order to ensure all candidates are present).
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

APPENDIX 2: EXAMINATION CONTINGENCY PLAN

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

Causes of potential disruption to the exam process

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

The department is structured with an Exams Officer, an Exams Administrator and overseen by the Assistant Admin Manager.

In a period of extended absence the Exams Administrator would take responsibility for carrying out the duties of the Exams Officer and would work in consultation with the Assistant Admin Manager. Appropriate back-filling of responsibilities would then be decided upon by the Assistant Admin Manager. All members of the invigilating team regularly receive training and colleagues involved in the administration of key processes are trained on how to carry out processes and who to contact in extremis.

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

In the event of the extended absence of the SENCo, appropriate back-filling of responsibilities would be decided upon by the Principal who is the Head of Centre.

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

In the event of a period of extended absence of a member of the teaching staff, the Faculty Leader for the curriculum area would arrange teaching cover from within the staff team and/or the wider staffing establishment at the Academy. New staff providing cover would be briefed as part of their induction process on arrangements for assessment and examinations. Their practice in terms of assessments would be monitored by the Faculty Leader.

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

New invigilators undergo training by the Exams Officer and complete a period of shadowing, following appointment. They are permitted to work independently once they, and the Exams Officer are happy that they are competent and confident in processes and procedures. Annual training sessions are held for all invigilators in order to refresh their knowledge and communicate JCQ regulation changes and update local information. The Academy retains a pool of approximately 15 invigilators. When invigilators resign/retire from the pool, recruitment procedures are begun. Minor absence issues (such as an invigilator calling in sick) are covered by a member of the Exams team or attempts are made to contact another invigilator from the pool.

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

The majority of exams are accommodated in the Sports Hall, Assembly Hall and Dance Studio. The exam team works closely in order to utilise rooms effectively.

6. Failure of ICT systems

The Academy endeavors to minimise any ICT disruption via resilient design and preventative maintenance. In the event of an issue this would be dealt with the IT Department who test and update the systems on a regular basis. Where such failure impacted on scheduled exams, steps would be taken to resolve the problem as quickly as possible.

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

In the event of the Centre not being able to open as normal, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored such as moving exams to an external location (such as leisure centres, hotels, local schools, etc. and appropriate transport arrangements would be made). All arrangements would be agreed with the Awarding Body before being put in place. In such instances, details would be communicated to candidates via the school's website, email and text facilities. Staff involved in exams (including invigilators) would be contacted by email, telephone and text.

8. Candidates unable to take examinations because of a crisis – Centre remains open

Response is dependent on the type of issue. The procedure for absence is outlined in the examinations policy. A hardcopy is given to all candidates in April of each academic year and is available on the Academy's website. If a candidate is able to sit the exam but cannot attend the Centre due to a crisis, appropriate communication with the relevant Awarding Bodies would be undertaken by the Exams Officer and alternative options would be explored (home, hospital, alternative Centre etc.). Appropriate use of Special Consideration policies would be applied should the candidate/candidates be unable to attend due to unforeseen circumstances and where alternative arrangements could not be made or are not agreed by the Awarding Body.

9. Disruption to the transportation of completed examination scripts

All scripts are returned using the designated dispatch methods prescribed by the Awarding Body concerned. Where this becomes unavailable or inappropriate, the Awarding Body will be contacted to discuss suitable alternatives.

10. Assessment evidence is not available to be marked

In the event of large scale damage or destruction of completed examination scripts/assessment evidence before it can be marked, the Exam Officer would notify the Awarding Body immediately for advice and further instructions. Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake in a subsequent series.

11. Centre unable to distribute results as normal

The Centre distributes the results 'as normal' via collection by learner. Where learners do not collect results in person, these will be distributed via post.

APPENDIX 3: POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, David Young Community Academy is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills. Staff will be directed by the Senior Leadership Team
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification.
- the front sheet is signed by the student and subject teacher.
- the consistency of the internal assessment is secured through internal standardisation as necessary. Faculty areas should meet so that the standardisation is consistent.
- staff responsible for internal standardisation attend any compulsory training sessions. These sessions may be delivered internally or externally.

Written appeals procedure

Each awarding body publishes its own arrangements for appeals against its decisions. In addition, an appeal can be made to academy concerning internal assessment.

The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement themselves; you cannot appeal against the mark or grade only the procedures used.

The student/parent/carer must make the appeal in writing to the DYCA Exams Officer. *Appeals should normally be made by 30th June. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time.*

The enquiry into the internal process will normally be led by the Examinations Officer and the *Senior AVPs*, provided that neither has played any part in the original internal assessment process.

The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the *Senior Leadership Team and the Examination Officer before a written response is given to the appellant.*

The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The *appellant* will be informed in writing of the outcome of the appeal, including:

- any relevant communications with the Awarding Body;
- any steps taken to further protect the interest of the candidates.

If the *appellant* is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the *Principal and a member of the Governing Body.*

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Enquiries about Results (Re-marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note:

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the academy's control will not be considered in the academy's appeals procedure.

APPENDIX 4: WORD PROCESSOR POLICY

Principals for using a word processor

David Young Community Academy (Centre: 37618) complies with AA section 4 regulations as follows:

(AA 4.2.1)

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate.

(AA 4.2.2)

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question.

(AA 4.2.3)

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations

The use of a word processor

David Young Community Academy complies with AA section 5 as follows:

(AA 5.8.1)

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off).
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre.

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- Only grants the use of a word processor to a candidate if it 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 and organisation when writing by hand).

(AA 5.8.2)

- Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that 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. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor 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.

Word Processors and their programmes

David Young Community Academy complies with ICE 8.8 instructions by ensuring:

- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable.
- word processors have been cleared of any previously stored data, as must any portable storage medium used.
- an unauthorised memory stick is not permitted for use by a candidate.
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff.
- word processors are in good working order at the time of the examination.
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen.
- where a candidate using a word processor is accommodated separately, a separate invigilator is used.
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium.
- documents are printed after the examination is over.
- candidates are present to verify that the work printed is their own.
- word processed scripts are attached to any answer booklet which contains some of the answers.

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- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body.
- word processors are not used to perform skills which are being assessed.
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor.
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these.
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a scribe cover sheet attached), or the awarding body's specification permits the use of automatic spell checking.
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software.
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

Laptops, Tablets and word Processors

David Young Community Academy further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'.
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination.
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points.
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer.
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.
- each page is appropriately numbered.
- candidates are instructed to use a minimum 12pt font and double spacing.
- invigilators remind candidates to save their work at regular intervals.
- it is possible to set up 'autosave' onto each laptop/tablet.
- candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Accommodating word processors in examinations

The use of word processors are internally accommodated in the following manner:

- Laptops are stored in the academy's locked storage.
- These can only be accessed by the Exams Office Staff.

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- These are made available for each student as required, and previously arranged.

Invigilation arrangements relating to the use of word processors include the following:

- Invigilators are fully trained on the use of word processors and will have a copy of this policy to refer to.

APENDIX 5: CONTROLLED ASSESSMENT POLICY

Outlining staff responsibilities - GCSE controlled assessments

Senior leadership team

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

Heads of department/faculty

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

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.

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- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Vice Principle / Exams Officer
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Vice Principle / Exams Officer
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 controlled assessments	Use more than one classroom or multiple sittings where necessary	Vice Principle / Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Vice Principle / Exams Officer

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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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	Vice Principle / Exams Officer
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment 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 controlled assessment schedule	Vice Principle / Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Vice Principle / Exams Officer
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Vice Principle / Exams Officer

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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Vice Principle / Exams Officer
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Vice Principle / Exams Officer
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		Vice Principle / Exams Officer
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		Vice Principle / Exams Officer

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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**	Seek guidance from the awarding body	Vice Principle / Exams Officer
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Vice Principle / Exams Officer
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	Vice Principle / Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Vice Principle / Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Vice Principle / Exams Officer

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
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	Vice Principle / Exams Officer
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Vice Principle / Exams Officer
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	Vice Principle / Exams Officer
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	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Vice Principle / Exams Officer

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Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Vice Principle / Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Vice Principle / Exams Officer