Policy No: 83.00

Policy and Procedure on

Examinations

Cambian Beverley School

Policy Author / Reviewer	Chris Strong
Approval Date	August 2024
Next Review Date	August 2027
Version No	4
Policy Level	Schools
Staff Groups Affected	All school staff

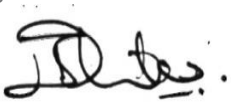
1. Monitoring and Review

1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later three years from the date of approval shown above, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Suzanne Mulligan

Jeremy Wiles
Proprietor,
The Cambian Group
September 2023

Suzanne Mulligan
Headteacher

August 2024

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2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	This is a generic term which means the school or college. Cambian Beverley School is a school.
Individual	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Beverley School we have children attending and/or residing between the ages of 9-18.
Service Head	This is the senior person with overall responsibility for the school. At Cambian Beverley School this is the Headteacher: Suzanne Mulligan
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	Means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Beverley School this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Applies to:

3.1. the whole school or college inclusive of activities outside of the normal hours;

3.2. all staff

4. Availability:

4.1. This policy is made available to parents/guardian/carers, carers, staff and Individuals from the school office.

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5. Rationale

5.1. Public examinations provide vital summative assessment, generally at the end of a key stage. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the school participates willingly in the administration of these examinations in the best interests of the students and the school. In addition, other internally set and marked

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examinations take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning.

6. Purpose

6.1. To ensure that:

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

Examination Centre Details

6.2. The school, DfE number is 811/6012. Cambian Beverley School is Approved Exam Centre for Pearson Edexcel, AQA, and NCFE exam boards. The Centre Number is 44144.

7. Guidelines

Responsibilities for public examinations:

Head Teacher of Principal

7.1. Overall responsibility for the school as an examinations centre; 2) organisation of teaching and learning and therefore of the opportunities for external validation of courses followed.

Teachers:

7.2. Guidance and pastoral oversight of students who are unsure about examination entries or where alteration of the initial entry is made; 2) involvement in post-results procedures.

7.3. Exams officers: administration of entries, relevant paperwork, organisation of examination sessions and examination data: guidance and careers information; 3) communication with the examination boards.

Administration staff:

7.4. Support of the input of data; 2) posting of examination papers and the post results procedures.

The school's Examination Officer, together with the Head of Centre,

7.5. is responsible for the organisation of entries, examinations, dispatch of papers, correlation of results and certificates and all external returns or reports connected to the external examinations process at KS4 and KS5. They are also responsible for the organisation of the sitting of all external examinations in accordance with the JCQ and the awarding

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boards' regulations. In addition, it is the Head of Centre and Examination Officer who ensure that Special Educational Needs students' requirements are met, in consultation with the SEN co-ordinator. It is the responsibility

7.6. of the Examinations Officer to: Distribute new information related to assessment requirements and required subject content. It is the responsibility of the teachers to:

- Inform the Examinations Officer of any changes in examination boards or courses offered before the beginning of the academic year.
- Ensure that all staff delivering courses which are subject to change are clearly informed of the changes prior to planning course details.

7.7. It is the responsibility of the subject teachers and the Senior Leadership Team (SLT) to ensure that adequate planning and development occurs to ensure the effective organisation of new/changed examination courses. If errors occur which may adversely affect student performance it is the responsibility of the subject teachers to immediately inform the Examinations Officer and the SLT. The school will then contact the relevant examination board and argue the case for the students concerned in an open manner and without delay. The school Examinations Officer is responsible for taking steps to ensure that individual examination entries are accurate and fully understood by the students. The outline for this is as follows:

- Staff are issued with teaching group lists. These are marked to indicate possible entries and returned to the Examinations Officer, who checks for anomalies and queries.
- The Examination Officer submits entries to the examination boards and provides teaching staff with printed entry lists. These are checked and amended if necessary.
- Students are then issued with a statement of entry which is checked, signed and returned by the student to the Examination Officer who will do any further amendments.
- Once entries have been finalised, students receive a printed timetable of their exams, which they check for accuracy. Any errors are corrected by the Examinations Officer and students issued with a new timetable.

7.8. For each student / examination group the following routines should be followed:

- Subject teachers are responsible for making every effort to ensure that controlled assessments and other requirements for examination courses are met by the students to the best of their abilities.
- The subject teacher should ensure that students understand the assessment requirements of the course including the examinations papers and the role of any controlled assessments in the process.
- The subject teacher should ensure that students are aware of their level of entry for the subject and the particular examination papers that are appropriate.
- The subject teacher should ensure that students are aware of any deadlines for controlled assessment and course work and the importance of meeting these. Where coursework deadlines are not met by students the subject teacher should inform the SLT. It is an important responsibility to ensure that parents/guardians are informed as soon as possible of a student's failure to meet an academic deadline.
- The subject teacher should provide feedback on controlled assessments, giving details of omissions or possible amendments as soon as possible to avoid students being disadvantaged by last minute requirements.

Examination board requirements regarding the assistance of students with controlled assessments must be known and adhered to.

At Key Stage 3

- It is the expectation that all students will take English, maths and science National Curriculum Tests (NCTs) at the end of KS3.
- The school will consider the use of intervention or booster strategies in connection with any students who are unlikely to attain the minimum level.
- If it is felt inappropriate for a student to take an individual subject or all NCTs, this decision should be made based on evidence and in consultation with the student, parents/cares. SENCO, subject teacher and head of key stage.
- Any such decision should be made by the end of January in the year of the examination and after intervention strategies have been put in place.

At key stage 4

7.9. All students should be able to achieve an entry for qualifications from an external awarding body.

7.10. If a student's entry in any subject is to be withdrawn there must be an initial concern form completed by the subject teacher in consultation with the subject leader. The student, parents/carers, the head of key stage, the subject teacher and if necessary Connexions and the head of careers should be involved before a final decision is made.

7.11. All students will be monitored carefully throughout their time at the school, and coursework and attitude notified to the head of key stage and parents/carers.

7.12. Any proposed major changes to the examination board, style or timing of examinations, e.g. modular courses, must be discussed and approved by the SLT based on information given by the relevant subject teacher.

GCSE and A level, Functional Skills, BTEC awards and Entry Level Certificate results service

7.13. When results are published appropriate staff will distribute results, be available to give guidance to students and prepare data for publication and monitoring purposes.

7.14. This service will be supported by member(s) of the administrative staff.

7.15. All results can be collected on the day that they are published.

7.16. If any candidate is unable to collect them from school on that day they will be sent to the home address of the candidate. If the candidate wishes them to be sent elsewhere they must inform the Headteacher. Candidates cannot collect results for other candidates without the permission of the Headteacher.

7.17. The Headteacher and SLT in conjunction with the Operations Manager will analyse results – a full break down of which will be available to staff, Individuals, parents and the Director of Education responsible for the school.

Conduct of External Examinations

7.18. This centre strictly adheres to the 'Instructions for the Conduct of Examinations' booklet written by 'The Joint Council for General Qualifications' available at www.cjqg.org.uk. The school holds hard copies of all documents referred to from JCQG.

7.19. It is the responsibility of the SLT to ensure that students are provided with all the relevant procedure and warning notifications outlined in the booklet when they are given their statements of entries and these are also displayed in and outside exam venues.

7.20. It is the responsibility of the candidate to follow them and any misconduct will be immediately reported to the appropriate awarding body.

7.21. It is the responsibility of the subject teachers to ensure students are aware of the requirements and format of the examination and the equipment/resources required.

Candidates with Special Requirements

7.22. The examinations team will always follow the guidelines set out in the published document by the 'Joint Council for General Qualifications' titled 'Candidates with Special Requirements' available at www.jcqg.org.uk. These guidelines apply to all external examinations. The SLT are responsible for ensuring that any internal exams are suitable for all students.

SEN Provision for Examinations

7.23. It is the responsibility of the SENCO to give details to the examinations officer of:

- Students requiring access arrangements
- To make the student aware of their access arrangements.
- To inform subject teachers, and SLT.

Enquiries into Results of Externally Assessed Examinations

7.24. When students collect their results, a letter is enclosed that outlines the procedures that must be followed if an enquiry is to be made into the results. The examinations team will always follow the guidelines set out in the published document by the 'Joint Council for General Qualifications' titled 'Enquiries into Results' available at www.jcqg.org.uk. Enquiries into internally assessed work (coursework) can only be made by following the 'Internal Assessment Appeals Procedure' which is outlined later in this document. Enquiries into results can only be requested by the candidate, who must sign a written consent form. If a teacher wishes to enquire into the results awarded to certain candidates, the candidates must all be informed and asked to complete a consent form. When these have been returned to the Headteacher the enquiry shall proceed. This must take place within the deadlines set by the awarding body. The Headteacher shall inform the candidate as soon as possible, by the most suitable means, as to the outcome of any enquiry into results. If candidates wish to appeal after hearing the outcome of the enquiry into the results, this must be done via the Headteacher.

Appeals about External Assessment Marks

7.25. Awarding bodies accept appeals in relation to three areas of their work. These are:

- Appeals against results – when a centre is still dissatisfied with an examination result or results following the enquiries about results process.
- Appeals against malpractice decisions – following a decision to apply a penalty because of malpractice in an examination/assessment.
- Appeals against decisions made in respect of access arrangements and special consideration.

7.26. Where an Individual is concerned that a written public examination has been awarded insufficient marks for whatever reason, they can request a remark. Individuals are required to sign a declaration recognising that an appeal may result in marks going up, down or remaining unchanged. Should the remark result still be deemed to be incorrect, the appeals procedure of the relevant Examination Board must be followed. It is particularly important that Individuals and parents

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are aware of the closing dates for appeals to the Boards and this information will be promulgated by the Examinations Officer to all Individuals who are taking public examinations when they receive their results. A fee is charged for this.

Internal Assessments

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

7.28. The cost of internal examination papers is the responsibility of subject areas.

7.29. All internal examinations are organised by the Examinations Officer, following consultation with teachers.

7.30. In accordance with 'The Code of Practice for the Conduct of External Qualifications' produced by the Qualifications and Curriculum Authority (QCA), available at www.qca.org.uk, we are committed to ensuring that internal assessments are conducted by members of staff which have the appropriate knowledge, understanding and skills. Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. The consistency of internal assessment is assured through internal standardisation as set out by the awarding bodies. All candidates should be able to gain access from the relevant subject teacher to:

- The marks awarded to them by the centre for an internal assessment.
- All comments recorded by the centre relating to their internally assessed work.
- Any correspondence between the centre and the awarding body relating to their internally assessed work.
- Information, if available at the time, as to whether their work was sampled by the awarding body.
- The moderation marks given to the work by the awarding body, if known.
- Relevant awarding body procedures for the conduct of internal assessments.

Appeals against Internal Assessment of Work for External Qualifications/Public Examinations

7.31. We are committed to ensuring that whenever our staff assesses Individuals' work for external qualification (coursework/controlled assessment) this is done fairly, consistently and in accordance with the specification for the qualifications concerned.

7.32. We are committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications of each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

7.33. If an Individual feels that this may not have happened in relation to his/her work, then an initial approach should be made to the subject teacher giving clear details of the nature of the concern. The teacher must then include the Individual's work in the internal moderation process and the work must be reviewed by at least one other senior colleague before any marks are submitted to the Board. If following internal moderation, an Individual is still concerned that coursework or controlled assessment for a public examination is not being given due credit, then the appeals procedure must be followed.

7.34. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body. Note also that after work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of insert name of school and is not covered by

this procedure. The awarding bodies have their own appeal procedures which are available from the Head of Centre or Examination Officer.

- Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the June exam series).
- The candidate's parent/guardian must make the appeal in writing to the Head of Centre, who will investigate the appeal with at least two other members of staff not involved in the internal assessment decision.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
- The candidate will be informed in writing of the outcome of the appeal including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
- If the candidate is not happy with the written report they have received, they may request a personal hearing before an appeals panel within two working days of receipt of the written reply to the original appeal.
- The panel will consist of the Head of Centre and the Regional Director. The candidate will be given at least two days' notice of the hearing date and given a breakdown of the marks awarded in advance of the appeal. The candidate (plus a parent/guardian if requested) and teacher(s) involved will be present at the hearing.
- The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

7.35. If following this a Individual alleges that there has been professional misconduct in the marking and internal moderation of coursework or controlled assessment, a formal complaint should be made to the Headteacher who will then follow the procedure for complaints against staff. In such cases the Head must also seek the immediate advice of the Examination Board. If an Individual is still dissatisfied after an appeal to the Board, the Head may, at his/her discretion, take the matter up with the Board through any further official appeals procedure that might be

7.36. open to him. However, the Awards Body will be final arbiter in the determination of marks and grades for their examinations.

7.37. Appeals are accepted from:

- a head of centre on behalf of a candidate or a group of candidates;
- a private candidate (that is, a candidate who pursues a course of study independently but makes an entry and takes an examination at an approved examining centre).

7.38. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered.

Recognition of Prior Learning (RPL)

7.39. Recognition of Prior Learning (RPL) is defined as 'a method of recognising previous learning or attainment to meet current requirement' or 'a method of assessment leading to the award of credit that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, behaviours, skills and understanding they already possess and so may not need to develop these through a course of learning'.

7.40. RPL can demonstrate achievement within a unit or qualification. Through the RPL process, evidence of a learner's previous achievement (learning) is assessed against the assessment criteria of a unit. This evidence must be current and valid and meet the assessment criteria of the qualification.

7.41. Quality assurance procedures must be in place in order to ensure that any evidence obtained through RPL meets the same criteria and standard that other assessment methods are measured by.

7.42. If an individual is able to demonstrate that they can meet the learning outcomes and assessment criteria for a specific unit, then credit can be claimed using RPL evidence alone. If evidence from RPL only partially satisfies the assessment

criteria then additional methods of assessment will be required to provide all of the evidence for meeting learning outcomes and assessment criteria.

7.43. Guidance on the forms of assessment to be used to verify that the RPL is sufficient, valid and meets the criteria, can be found using the provided information from the awarding bodies. However, examples of accepted RPL evidence are:

- Any documents which map the learner's progress to the assessment criteria for the given qualification
- Learners have evidence of recent prior study which has full coverage of the programme of study and the achievement of assessment criteria
- Feedback outlining that the learner has already developed and demonstrated the skills, knowledge and behaviours required for the unit

7.44. For the English speaking and listening component, GCSE and functional skills assessments are not assessed using the same criteria and cannot be used as RPL for these qualifications.

7.45. Learners can carry forward any previously taken functional skills English components which have been completed to meet the assessment criteria for the level they are taking.

7.46. RPL will not be acceptable if it has not been assessed by an assessor, it does not meet the requirements of the current qualification, it is taken at a lower level to the current qualification, or if it has been referred by an assessor previously.

8. The school is committed to ensuring that the identity of all candidates can be verified at the time of the examination or assessment.

8.1 Internal candidates are those students currently on roll at Cambian Beverley School and will be verified by school staff members present at the beginning of each written exam.

8.2 Candidates have a candidate card, produced by the school, which includes a photograph. Candidate cards are placed on the desks by invigilators before every examination.

8.3 Roles and responsibilities

The Examinations Officer

- ensures that invigilators are aware of the document containing the photographs
- invigilators check candidates and their candidate cards when completing the attendance register at the beginning of the examination
- a seating plan is provided for each exam room according to JCQ and awarding body requirements

Invigilators

- follow the procedure for verifying candidate identity provided by the Examinations Officer

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- If unsure as to the identity of a student, call a member of the pastoral team or Senior Leadership Team to assist with the identification of the student; in cases where it is impossible to identify a student due to the wearing of religious clothing, such as a veil, the student should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes - the school must inform students in advance of this procedure, and well before their first examination

- Seat candidates in exam rooms as instructed by the Examinations Officer and on the seating plan; this allows the invigilators to correctly verify who is who on each day

8.3 Identifying private/external candidates or transfer of candidate from another centre

- The school does not admit private/external candidates to the centre.

- The school does not routinely receive transfer of candidates from another school with the Cambian Group. In the exceptional circumstance that this occurs, it will be the responsibility of the school from which the candidate is being transferred to provide a candidate card for the receiving school.

- Photocopies of the candidate card will be taken and retained securely, along with a copy of the examination entries made, until six months after the publication of results, at which time they will be destroyed. These copies may be accessed and inspected by the Head of Centre or JCQ Inspector.

9 Related Documents:

9.1 Curriculum Policies, Assessment, Recording and Reporting Policy, Differentiation Policy;

9.2 English as an Additional Language Policy, Marking Policy, Gifted and Talented Students Policy;

9.3 Special educational Needs and Disability (SEND) and Inclusion Policies, AQA, (QCF) Btec and ASDAN;

9.4 Subject Policies including, where relevant, Schemes of Work (Programmes of study).

9.5 *Cambian Beverley School Exam Contingency Plan

9.6 recognition-of-prior-learning-rpl-credit-accumulation-transfer-policy.pdf (NCFE)

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