



Davenant Foundation School

Examination Policy

Last Reviewed: November 2020

Next Review: November 2022

This policy has been reviewed and to the best of our knowledge we do not feel that it impacts on any group or individuals' equality rights within our school community

POLICY DETAILS

Policy Name	Examinations	Committee Responsible	Curriculum and Standards
Status	Discretionary	Committee Person i/c	Mr A Thorne
Produced by	Mr Robinson	First Agreed	26.06.02
Date Produced	26.06.02	Last Review Date	November 2020
References		Next Review Date	November 2022

The purpose of this Examinations 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.

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the Headteacher, Deputy Head, Senior Leadership Group, Examinations Officer and the Governors.

1. Exam responsibilities

Headteacher

Overall responsibility for the school as an exam centre:

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

Examinations Officer

Manages the administration of public and internal exams and analysis of exam results:

- advises the Senior Leadership Group, subject and class tutors and other relevant

support staff on annual exam 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 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 or Controlled Assessment 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

- Liaise with Heads of Department and Senior Leadership Group regarding the scheduling of controlled assessments and any necessary equipment and/or accommodation.
- administers access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the exams invigilators and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents (in collaboration with a member of SLG), reports to the SLG showing results achieved
- submits candidates' coursework marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLG, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams and certification.

Member of SLG

- Oversees the appropriateness of accreditation opportunities and directs the work of the Examinations Officer.

Heads of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
- Involvement in post-results procedures.
- Provide the Examinations Officer with details of entry codes for all examinations and controlled assessments.
- Manage the conduct of controlled assessments within the department in accordance with JCQ guidelines and the requirements of the awarding body.

Head of Careers

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to Heads of Department.
- Conduct controlled assessments in accordance with JCQ guidelines and the requirements of the awarding body.

SENCO

- Administration of access arrangements.
- 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.

Lead Invigilator/Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Conduct examinations in accordance with JCQ regulations
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Candidates shall abide by the published regulations as described in the JCQ *Notices To Candidates* covering both written examinations and coursework and/or controlled assessment, copies of which shall be issued in the autumn term.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

- Support for the input of data.
- Dispatch of exam papers.

2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the Headteacher, Deputy Head and the Heads of Department.

The statutory tests and qualifications offered are GCSE, A levels and vocational qualifications. 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 syllabus from the previous year, the Examinations Officer must be informed by 30th June in the preceding academic year.

At Key Stage 3

All students will take appropriate assessments throughout the Key Stage. The school, in consultation with the parents/carers, SENCO, Head of Year and the Deputy Head, will consider the use of intervention or booster strategies in connection with any candidates who are likely to significantly underperform.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body according to their needs and abilities.

At post-16

It is expected that at least three subjects will be continued to completion of the full A-Level in Year 13.

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled in May and June, with Mock GCSE exams for Year 11 and 13 in January.

External exams are scheduled in November, January and June.

Internal exams in Key Stage 4 are normally held under external exam conditions.

Which exam series are used in the centre is decided by the Headteacher, Deputy Head, Head of Sixth Form and the Heads of Department.

3.2 Timetables

The Examinations Officer will circulate the exam timetables for both external and internal exams once these are confirmed.

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the Heads of Department.

A candidate or parent/carer can request a subject entry, change of level or withdrawal, but the final decision remains with the Headteacher.

The centre accepts external entries from former candidates only.

4.2 Late entries

Entry deadlines are circulated to Heads of Department via email and internal post.

Late entries are authorised by Heads of Department, Examinations Officer and Deputy Head. Late fees may be charged to department budgets or the candidate where deemed to be appropriate by the Headteacher.

4.3 Retakes

Candidates are not allowed retakes in GCSE except, and at their own expense, where agreed in Science, or for English and Maths in the November or first available opportunity following their initial attempt.

Retake decisions will be made in consultation with the candidates, subject teachers, Head of Sixth Form and the Examinations Officer.

(See also section 5: Exam fees)

5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

A Level initial registration and entry exam fees are paid by the centre. Late entry or amendment fees are paid by the candidates.

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.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Retake fees for first and any subsequent retakes are paid by the candidates. (See also section 4.3: Retakes)

Candidates must pay the fee for an enquiry about a result. (See also section 11.2: Enquiries about results [EARs])

6. The Equality Act 2010, The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

6.1 DDA

The Equality Act 2010 requires reasonable adjustment where candidates would be at a substantial disadvantage in an assessment. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

6.2 Special Needs

A candidate's special needs requirements are determined by the SENCO and the educational psychologist / specialist teacher.

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

6.3 Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO in association with the Examinations 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 Examinations Officer.

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

7. Managing invigilators and exam days

7.1 Managing Invigilators

External invigilators will be used for exam supervision at Key Stages 4 and 5.

The recruitment of invigilators is the responsibility of the Examinations Officer.

Securing the necessary DBS check clearance for new invigilators is the responsibility of the centre administration.

Fees for securing such clearance are paid by the centre. Invigilators are timetabled and briefed by the Examinations Officer. Invigilators' rates of pay are set by the centre administration.

7.2 Exam Days

The Examinations 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.

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

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

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

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

8. Candidates, clash candidates and special consideration

8.1 Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may only leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

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

8.2 Clash Candidates

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

8.3 Special Consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body.

9. Coursework, *Controlled Assessment* and Appeals Against Internal Assessments

9.1 Coursework

Please also refer to appendices A and B

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined deadline.

Heads of Department will present all coursework ready for dispatch at the correct time to the Examinations Officer who will dispatch it securely and keep a record of what has been sent when and to whom.

Heads of Department shall be responsible for the setting, conduct and marking of G.C.S.E. Controlled Assessments in accordance with the designated Specification Document published by the relevant Awarding Body and in accordance with JCQ guidelines.

Marks for all internally assessed work are provided to the Examinations Officer by the Heads of Department by the set deadline.

9.2 Appeals Against Internal Assessments

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

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing by 21 May to the Headteacher (or other nominee) who will decide whether the process used conformed to the necessary requirements
- the Headteacher's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

10. Results, Enquiries About Results (EARs) and Access to Scripts (ATS)

10.1 Results

Candidates will receive individual results slips on results days in person at the centre. Upon provision of a stamped addressed envelope a candidate's results slips may be posted to their home address.

Arrangements for the school to be open on results days are made by the Examinations Officer.

The provision of staff on results days is the responsibility of the Headteacher.

10.2 Enquiries About Results (EARs)

EARs may be requested by candidates at their own expense, or by centre staff with the candidate's approval, if they have reasonable grounds for believing there has been an error in marking. In exceptional circumstances the Headteacher will support an enquiry relating to the marking of a complete cohort of candidates.

(See section 5: Exam fees)

10.3 Access to Scripts

After the release of results, candidates may ask the Examinations Officer to request the return of papers within the published timeframe.

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

Re-marks cannot be applied for once an original script has been returned.

11. Certificates

Certificates are presented in person, collected and signed for or posted (recorded delivery) where the cost of postage is covered by the candidate.

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

Certificates are not withheld from candidates who owe fees.

The centre retains certificates for five years.

INTERNAL ASSESSMENT APPEALS PROCEDURE

The Qualifications and Curriculum Development Agency requires centres offering their examinations to commit themselves to ensuring that “published appeals procedures relating to internal assessment decisions are made widely available and accessible to all candidates”.

Davenant Foundation School hereby commits to:

- maintain a written appeals procedure
- inform candidates that an appeals procedure relating to internal assessment decisions exists within the centre
- let candidates have access to a copy of the internal appeals procedure.

Stage 1

If a candidate is unhappy about the mark awarded for internal assessment, he/she should proceed as follows:

1. He/she should ask the subject teacher to explain why the mark was given.
2. If not satisfied with the explanation he/she should see the Head of Department concerned.

Stage 2

If the candidate still does not understand or accept the mark awarded, or feels their work to have been unfairly assessed, he/she can lodge an appeal via the Headteacher. The appeal must be lodged in writing by 1st May for the summer exam season and by 10th January for the winter season.

- ✓ The appeal shall include a review of the procedures used by the centre to award marks for internal assessment and shall consider whether those procedures were compliant with the requirements of the Awarding Body. There is no appeal against the mark or grade awarded.
- ✓ The Appeals Panel shall consist of three people: the teacher who awarded the mark, the Head of Department and a member of the Senior Leadership Group unconnected with the subject concerned.
- ✓ If the Head of Department is the teacher who awarded the disputed mark another member of the department should sit in their stead.
- ✓ The candidate may be supported in the presentation of their case by a parent, guardian or friend.
- ✓ A written record shall be kept of proceedings and shall include the outcome of the appeal and the reasons for that outcome.
- ✓ A copy of the record shall be sent to the candidate.
- ✓ The appeal shall be concluded by the date of the last externally assessed paper for that season or 10th June, whichever is the earlier.
- ✓ The school shall inform the Awarding Body of any appeal outcome that might affect the candidate's marks.

**GCSE Controlled
Assessment -
Risk Management
Process**

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. staff, Headteacher of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other part	DEPT HEADTEACHER / EXAMS OFFICER / HoDs
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	EXAMS OFFICER / DSP / HoDs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	HoDs / EXAMS OFFICER / COVER MANAGER
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoDs / EXAMS OFFICER / DEPT HEADTEACHER

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	HoDs / EXAMS OFFICER / COVER MANAGER
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HoDs / EXAMS OFFICER
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	report loss to awarding body for replacement; download again	HoDs / EXAMS OFFICER
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoDs
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	HoDs

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoDs
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	HoDs / Class Teacher
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoDs / Class Teacher
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoDs / EXAMS OFFICER / COVER MANAGER

* Not all GCSE Controlled Assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoDs
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoDs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HoDs / EXAMS OFFICER
Candidates' work not kept secure before or during assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoDs / EXAMS OFFICER
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	HoDs / EXAMS OFFICER

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further department action.	HoDs / Class Teacher
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoDs / EXAMS OFFICER
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoDs / Class Teacher
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoDs / EXAMS OFFICER

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs

Amendment to Davenant Exams policy for the summer of 2021

Rationale

The decision to not go ahead with exams in Summer 2021 means that the causes and drivers for malpractice will be different to those in a normal examination series. However, malpractice can still occur through genuine error or intent, particularly around the determination of grades. This policy amendment is designed to ensure all staff involved in the assessment process are fully aware what is meant by malpractice.

Malpractice

JCQ have defined **Centre malpractice** as:

Examples include: (This list is not exhaustive)

- Exam entries are created for students who had not studied the course of entry or had not intended to enter for June 2021.
- Grades created for students who have not been taught sufficient content to provide the basis for that grade.
- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades.
- A teacher fabricating evidence of candidate performance to support an inflated grade.
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes, assessment materials, and/or disclosure of the content of an exam in specific detail, to support an inflated grade.
- A teacher intentionally submitting inflated grades.
- A failure to retain evidence used in the determination of grades in accordance with the JCQ Grading guidance.
- A systemic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades.
- A failure to take reasonable steps to authenticate student work.
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre.
- A Head of Centre's failure to submit the required declaration when submitting their grades.
- Grades being released to students (or their parents/carers) before the issue of results (variations to this requirement exist in Wales³).
- Failure to cooperate with an awarding body's quality assurance, appeal or investigation processes.
- Failure to conduct a centre review or submit an appeal when requested to do so by a student.

Where appropriate, the Centre will pass all incidents of malpractice to the appropriate recognised body. Please use <https://www.jcq.org.uk/exams-office/malpractice/>

Staff Malpractice: Please see APPENDIX B

Staff malpractice will follow the process as outlined in Appendix B, (Page 21) further information can be found in the link below:

[JCQ Suspected malpractice policies and procedures 2020-2021.5](#) (Appendix 2 Examples of malpractice)

Student Malpractice is defined as:

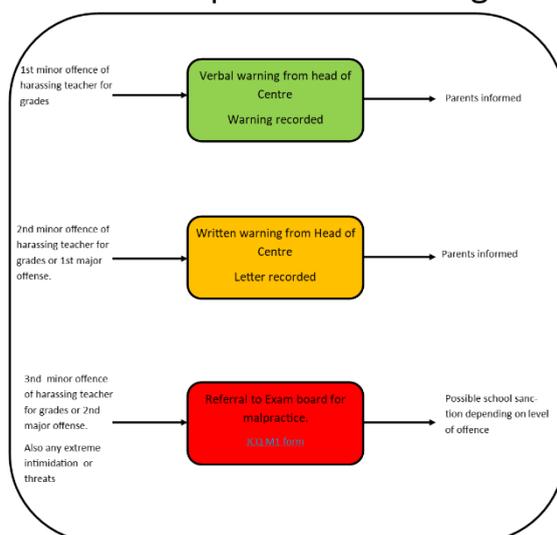
- Students trying to influence their teachers judgements about their grades
- Students might attempt to gain an unfair advantage during the centre's process by, for example, (examples of student malpractice are, but not limited to, the following) submitting fabricated evidence, plagiarised work or taking into the examination room any unauthorised devices and/or materials. Please note: for further information on student malpractice please see link above on page 18.
- Students may try to intimidate or threaten a member of staff regarding their grades.
- Students and or someone representing the student may offer a form of payment to enhance a grade.
- Students, or individuals acting on behalf of a student, such as parents/carers, might also try to influence grade decisions by applying pressure to centres or their staff.

The awarding organisations anticipate that the majority of such instances will be dealt with by the centre internally depending on the severity of threat. – As a centre we will take clear and reliable records of the circumstances and the steps taken, and that students are made aware of the outcome. This will go on the student's record and a warning will be given

However, if a student continues to inappropriately attempt to pressure centre staff and or the initial pressure is seen as intimidation, then, where necessary, we will inform the relevant awarding organisation using the [JCQ M1 form](#) straight away.

In the case of threats or intimidation other agencies may be informed and we will deal with any incident through our behaviour policy. (See Diagram 1 for school approach)

Student Malpractice flow diagram



Should you have any questions or concerns regarding malpractice, please contact the appropriate awarding organisation via the contact information detailed at the end of the [JQ Suspected malpractice policies and procedures 2020-2021.5](#)

Staff Malpractice: APPENDIX B



Malpractice Decision Flow for CAGS 2021

