



LYDIARD PARK ACADEMY

Exams Policy

Contents

- **The 11-18 exam policy**
- **Qualifications**
- **Exam series and timetables**
- **Entries, entry details and late entries**
- **Exam fees**
- **Disability Discrimination Act**
- **Estimated grades**
- **Managing invigilators**
- **Candidates**
- **Internal assessments and appeals**
- **Results**
- **Certificates**
- **Appendixes'**

The 11-18 exam policy

The 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 every two years.

The exam policy will be reviewed by the Head of Centre, Senior leadership team, Exams officer and Governors.

Exam responsibilities

Having overall responsibility for the school 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 officer

Manages the administration of public and internal exams

- advises the senior leadership team, subject and class 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, reasonable adjustments and special consideration 16/17.
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exam invigilator in 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
- 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 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 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.

Lead invigilator/invigilators 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 are responsible for:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Contingency Planning

- Please see Appendix A

Qualifications

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre, Heads of Departments and the Senior leadership team.

The qualifications offered are A level, AS Level, GCSE, Entry level, Cambridge Technicals, TLM qualifications and BTECs.

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 01/09/2016.

Informing the exams office of changes to a specification is the responsibility of the Heads of department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidates, Parents/Carers, SENCo, Subject teachers, Head of key stage, Head of subject and Deputy Head.

Exam series and timetables

Exam seasons

Internal exams and assessments are scheduled in December, February and June.

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

Years 7 - 8 are in classes, internal exams held under external exam conditions.

On-demand assessments can be scheduled only in windows agreed between the exams officer and the senior leadership team is the policy for offering on-demand testing.

Entries, entry details and late entries

Entries, entry details and late entries

The QCDA recommends the use of the Exam fees estimator tool and the exemplar case study reducing late exams entries: Practical advice from your exams office colleagues.

Candidates are selected for their exam entries by the Heads of faculty, Heads of department and Subject teachers.

LPA Exam Policy v9- working document October 2021

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.

Entry deadlines are circulated to heads of Department via Email.

Late entries are authorised by Heads of Department.

GCSE/ AS/ A level retakes are allowed.

Re-sit decisions will be made in consultation with Candidates, Subject teachers, Exams officer , Deputy Principal and Heads of Department.

Exam fees

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.

GCSE entry exam fees are paid by the Centre.

GCE entry exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Re-sit fees are paid by the centre, unless a request from a Other (parent/ carer). When they will be required to pay.

Disability Discrimination Act

Disability Discrimination Act

All exam centre staff must ensure that meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

'To find out more about exactly how your centre can satisfy the requirements of the DDA visit the DDA information page on the QCDA website.

The centre will meet the disability provisions under the DDA (or the Equality Act 2010 once in force), by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of centre and Exams officer.

Access arrangements

The SENCo will send initial correspondence to subject teachers to see if any students are in need. Once testing has been complete, 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 can be granted during the course and in the exam.

A teacher can raise concerns if they feel a student is in need by communicating with the SENCO the student's name. The SENCo will then test the student if they deem this necessary.

A candidate's access arrangements requirement is determined by the SENCo, Doctor 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.

Handwriting and Word Processor

The Academy recognises that for some students with specific learning differences a laptop may be the most appropriate method of organising and presenting their work. Pupils are allowed to use a laptop in school as their

normal, routine way of working where a need has been established and its use is recommended by the school SENCO.

Use of a Laptop/ tablet

Pupils are allowed to use a laptop in school as their routine, normal way of working under the following conditions:

- A need for use has been established and is recommended by the academy SENCO.
- The pupil has been using the laptop as her/his routine way of working in any subject where she/he wishes to use a word processor (WP) in an examination and has had specific practice and rehearsal in the use of a WP under examination conditions.
- Evidence of illegible handwriting from a variety of subjects has been supplied to the Exams Officer.

Whilst the Academy accedes to JCQ's recommendation (section 5.8 in the Joint Council for Qualification booklet on Access Arrangements 2013/2014), the complexities outlined above mean this it will be unrealistic. Not in the best interest of the majority of our pupils to use a WP in an examination unless they have been using it as their routine, normal method of working throughout their examination years (e.g. Years 10 and 11 if they wish to use it for their GCSE examinations.)

Use of Word Processors in Public Examinations

The Joint Council for Qualification's recommendation for the use of word processors in examinations (section 8.8 of the 2016/17 booklet) and be viewed within the context of the Academy's position on Word Processor use for Years 7-13.

- Where a pupil is authorised to use a WP as their normal way of working as per Academy policy and therefore may use it in examinations, the Examinations Officer will make contact with the candidate to arrange in which specific examinations they wish to use a word processor.
- Only the relevant software applications will be available: spell-check, grammar check and the thesaurus will be set to off. There will be instructions informing candidates how to set up documents with all the relevant personal details. The word processor will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this.
- At the end of the examination, the candidate will be required to remain in the room while their work is printed. The student would be required to authenticate the relevant hard copy.
- Opportunities to rehearse the use of a WP are available in the period leading up to the public examinations, for example in mock examinations

or during controlled assessment. Without this practice, it is unlikely to be in the best interest of the pupil to use the WP in an examination and a transcript may be a better option for a pupil with illegible handwriting. This would be arranged with the Academy SENCO.

Private candidates

Managing private candidates is the responsibility of the Exams officer.

Estimated grades

Estimated grades

Heads of Departments are responsible for submitting estimated grades to the exams officer when requested by the exams officer.

Managing invigilators

Managing invigilators

Support staff and External staff are used to invigilate examinations. Observations of invigilators are carried out by the Exams Officer throughout the exam period.

These invigilators will be used for Internal exams and External exams.

Recruitment of invigilators is the responsibility of the Exams office and Centre administration.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators rates of pay are set by the centre administration.

Malpractice

The Exams office is responsible for investigating suspected malpractice.

Therefore please refer to the Malpractice policy, Appendix B at the end of this policy.

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.

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 enter the hall to advise on which questions or sections are to be attempted.

In practical exams subject teachers may be on hand in case of any technical difficulties. For example, TLM ICT and BTEC PE on-screen exams.

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 24 hours after the paper has been sat.

A relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Identifying Candidates

At the beginning of the exam, students are identified by either Pastoral Support Assistant, subject teacher or Exams Officer.

Candidates

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones, watches 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. 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 will be accompanied by a member of staff at all times.

The Exams officer is responsible for handling late or absent candidates on exam day or subsequently.

For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Exams officer. This will be assigned and allocated prior to the exam.

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 three days of the exam, for example by providing a medical letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

Internal assessments and appeals

Internal assessment replaces the largely discontinued term coursework

It is the duty of heads of department 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. Please see Appendix C at the end of this policy.

Marks and appeals

Marks for all internally assessed work and estimated grades are provided to the exams office by the Heads of subject and Heads of faculty.

Appeals against internal assessments must be made by the 20/09/2017.

Appeals against internal assessments

Please see Appendix D at the end of this Policy

Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, either in person at the centre, by arrangement of email or by post to their home addresses,

LPA Exam Policy v9- working document October 2021

candidates to provide self addressed envelope. Lydiard Park Academy will not post these results without a self addressed envelope provided by the student.

Arrangements for the centre to be open on results days are made by the Exams officer and timings may differ year on year.

The provision of staff on results days is the responsibility of the Exams officer.

EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any EAR is requested.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense. The appeal process starts with a teacher requesting an EAR to the HOD, then approved by the Principal.

When an EAR is requested by teaching staff, the parent and the candidate is notified by letter of the appeal being requested. The centre is responsible of the payment of this appeal. Permission must also be granted from the student before the EAR is requested. This must be written confirmation (form to be placed on School website.)

When the centre does not support a candidate's or parent's request for an EAR, the candidate will apply in writing to the Exams Officer to have an enquiry carried out. If a candidate requests this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

GCSE or GCE re-marks cannot be applied for once a script has been returned.

Certificates

Certificates

Certificates are presented in person, collected and signed for.

Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. Authorisation must be a signed letter from the candidate.

After the certificate evening, certificates are kept in secure access on main reception. For collection up to one academic year after exams are sat.

The centre retains certificates for five years, after five years they are shredded. A list of names of students who have had certificates shredded is kept on file.

Head of Centre
Gary Pearson

Exams officer
Corinne Hunter

Vice Principal
Sophie Hesten

Date: 07/10/2021

The policy is next due for review on 20/10/2022

Appendix A:

Lydiard Park Academy Contingency plan 2021

1. Aims

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Lydiard Park Academy.

2. Objectives

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.

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Lydiard Park 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.

Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* which is stated that "Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur."

Causes of potential disruption to the exam process

1. Exam Officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
 - Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - Annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - Sufficient invigilators not recruited and trained
- *Entries*
 - Awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - Candidates not being entered with awarding bodies for external exams/assessment
 - Awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - Exam timetabling, rooming allocation; and invigilation schedules not prepared
 - Candidates not briefed on exam timetables and awarding body information for candidates
 - Exam/assessment materials and candidates' work not stored under required secure conditions
 - Internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
 - Exams/assessments not taken under the conditions prescribed by awarding bodies
 - Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - Candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - Access to examination results affecting the distribution of results to candidates
 - The facilitation of the post-results services

Centre actions:

- Head of Centre has appointed an exams officer to take over responsibilities should absence of exam manager have the potential to affect the meeting of deadlines.
- Exams officer to work closely with exams manager to ensure they are up to date with the exam cycle and responsibilities at each point in time

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

Criteria for implementation of the plan

- Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:
- *Planning*
 - Candidates not tested/assessed to identify potential access arrangement requirements
 - Evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - Approval for access arrangements not applied for to the awarding body
 - Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - Staff providing support to access arrangement candidates not allocated and trained
- *Exam Time*
 - Access arrangement candidate support not arranged for exam rooms

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

Criteria for implementation of the plan

- key tasks not undertaken including:
- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - Candidates not being entered for exams/assessments or being entered late
 - Late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines.

Centre Actions:

- Exams manager responsible for ensuring deadlines are met for estimated entries. Any omissions to be referred to Faculty Managers.
- Head of Centre responsible for ensuring the priority for teaching is the examination cohort and staff will be covered in good time, by trained professionals, in all circumstances.

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

Criteria for implementation of the plan

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

Centre Actions:

- Exams manager responsible for recruitment of invigilators in the autumn and spring terms. Advance planning required to ensure enough are available for the sittings
- HR to be informed if recruitment necessary.

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

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an expected incident at exam time

Centre Actions:

- Exams manager responsible for ensuring planning of rooms is completed by the end of the spring term to identify potential rooming issues
- Alternative venues within the school to be made available by teaching staff in the event of an unexpected incident.
- Head of Centre to liaise with exams manager to ensure no disruption due to room shortages.

6. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

Centre Actions:

- Exams manager to contact awarding bodies directly to arrange alternative methods of information exchange
- Head of centre to be informed

7. *Disruption of teaching time- centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time; interrupting the provision of normal teaching and learning.

Centre Actions:

- Head of Centre responsible for finding alternative venues/methods of learning
- Priority given to exam cohort
- Centre to communicate with parents and students

8. * Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations
- **In the event that the head of Centre decides the Centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.*

Centre actions:

- Open for candidates only if possible.
- Use alternative venue, in agreement with awarding organisations.
- Offer students the opportunity to sit the next series.

9. *Candidates unable to take examinations because of a crisis- centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre Actions:

- Exams manager to liaise with student and parents via telephone, InTouch, messages on social media and the school website.
- Exams to be sat at Abbey Park Academy, transport to be arranged via school minibus.
- If an exam was due to be sat at the same time as Abbey Park Academy then students exams would be conducted after and students would be in Isolation from others.
- Exam Papers to be printed at Abbey Park Academy in the Reprographics
- Apply for special consideration as required.

10. *Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions;

- Exams manager to communicate with awarding bodies for approval of alternative delivery arrangements

11. *Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions;

- Exams manager to communicate with awarding bodies immediately
- Student marks to be submitted based on appropriate evidence
- Candidates offered the opportunity to retake in subsequent series

12. *Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centre actions;

- Exams manager and Head of Centre to assess alternative arrangements for issuing results with the regulators
- Head of Centre to inform transition schools, students and parents about delay as soon as possible

*information taken from the joint contingency plan for the examination system in England, Wales and Northern Ireland

13. *Candidate unable to sit exam due to Isolating from COVID, in quarantine or any other scenario relating to COVID19

Criteria for implementation of the plan

- Candidate is unable to leave home to access exam

Centre actions;

- Parent to inform Exams manager and Head of Centre
- Alternative arrangements be made for students to sit exam in Summer 2021

Appendix B;

THE LYDIARD PARK ACADEMY POLICY FOR ASSESSMENT DECISIONS AT GCSE, VOCATIONAL, AS AND A LEVEL

The school policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; Edexcel; WJEC; CCEA and others.

This document covers the schools' policy in dealing with the Awarding Bodies, the Joint Council for Qualifications (JCQ), internal departments, officers of the school and any other parties involved in awarding matters.

Internal Assessment

Under section 2, paragraph 19, subsection IX of the Joint Council Code of Practice, the Awarding Bodies require school centre offering their examinations to:

1. have a published appeals procedure relating to internal assessment decisions;
2. make this document available and accessible to candidates.

The Awarding Body will moderate the assessed controlled assessment/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

The school will ensure that:

1. work submitted by the candidate for assessment has been authenticated as original work according to the guidance issued by the Joint Council;
2. at the beginning of the course, candidates are given written guidance about the Awarding Bodies regulations on the production of controlled assessment and the school's deadlines for submission. Information about the school's appeals procedure, together with this document, will be given at the same time;
3. within each department, candidates are given adequate and appropriate time to produce the controlled assessment;
4. internal assessments are conducted by staff who have an appropriate level of knowledge, understanding and skill;

5. the consistency of the internal assessment is secured through the departmental mark scheme or marking criteria and internal standardization, as necessary;
6. the staff responsible for internal standardization of a subject will attend any training sessions given by the relevant Awarding Body.

Internal Appeals Procedure

1. The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgement themselves.
2. The appeal must be made in writing to the School's Examinations Officer by 31 May of the year that the coursework was assessed. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.
3. The Headteacher will nominate a senior member of staff, normally the Examinations Officer (EO), to lead the enquiry provided that the EO has played no part in the original assessment process. An experienced Head of Department or School Governor to act as an independent member will also be on the panel.
4. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed by the end of June of that examination series.
5. The panel's findings will be formally reported back to the candidate/parent/carer at the beginning of July.
6. Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Examinations Officer and made available to the Awarding Body if required.
7. Should the learner not be happy with the outcome of the appeal, the exam body/ bodies can be contacted by the learner.

Appendix C:

GCE/GCSE Internal Controlled Assessment Procedure at Lydiard Park Academy

1. Controlled Assessment is defined as any piece of written or practical work which is marked by the school or an external examiner and which contributes to a GCE/ GCSE Award.
2. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about GCE/ GCSE Controlled Assessment Regulations.
3. Irregularities in controlled assessment discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
4. An irregularity in controlled assessment discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
5. Controlled Assessment must be handed in by the agreed published departmental deadline. Each department will inform the candidates of these dates.
6. All students are given the same and sufficient time to complete the assessment.
7. Students are given clear instructions as to the time and place for handing in the assessment.
8. The work must be handed in by the student to the designated teacher and not given to another student to hand in. Teachers will issue a receipt for the coursework.
9. If the student is absent from school on the deadline day, a parent/carer or friend must bring the work to school to be handed in to meet the deadline.
10. If it is impossible to deliver the work to school, the Head of Year must be contacted by phone on the deadline day for advice.
11. If the controlled assessment has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.

12. Normally there will be no extension of a controlled assessment deadline if a student is absent for a day or two during the period that the coursework is being completed.
13. If there are any special circumstances e.g. a school exchange, play rehearsals or a prolonged absence covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Head of Year. A note will be given to the HoD and parents to confirm the extension.

Appendix D:

Controlled Assessment Appeals Procedure

1. The Joint Council for Qualifications Code of Practice requires schools to have a published appeals procedure relating to internal assessment decisions.
2. The grounds for appeal relate only to the procedure used in arriving at internal assessment decisions and do not apply to the judgements themselves.
3. Appeals must be made in writing by 31 May of the year that the work was assessed to

[Miss C Hunter]
The Examinations Officer

4. Lydiard Park Academy Appeals Procedure is available for inspection.

Appendix E: Lydiard Park Academy Controlled Assessment 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) for all subjects.	Plan dates in consultation with school calendar – negotiate with other parties	SLT/HOD 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 some time between them	HOY/SLT/Exams Officer
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 assessments	Use more than one classroom or multiple sittings where necessary	SLT link/HOD Exams Officer
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		SLT Exams Officer
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	Exams Officer ICT Technician
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	HODs SLT link

Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Exams Officer SLT Link
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Exams Officer HOY/HOD
Candidates have a scheduling clash for controlled assessment.	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes.	Check before booking the date; provide and alternative date, where necessary and consult awarding body for dealing with timetabling clashes.	SLT Link Exams Officer
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	SLT Link 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	HOD
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		SLT Link 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		Exams Officer
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	SLT Link
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	HOD SLT Link
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	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	HOD Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the examination course	Find alternative storage within the centre	Exams Officer SLT Link
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.	HOD
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 so the Exams Officer can process and submit ahead of awarding body deadline.	Seek guidance from awarding body	HOD SLT Link
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Find candidate and ensure authentication form is signed	HOD

	Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking		
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	HOD
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	HOD
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	HOD SLT Link

Appendix F:

Lydiard Park Academy Examinations Malpractice Policy

Definition

Malpractice is deemed to be those actions and practices which threaten the integrity of public examinations, and/or damage the authority of those responsible for conducting them.

Centre Staff Malpractice

The following are examples of malpractice by Centre staff. The list is not exhaustive and other instances of malpractice may be considered and acted upon;

- Moving the time or date of a fixed examination (beyond that permitted) without notifying the relevant Awarding Body.
- Failing to keep examination papers secure prior to the examination.
- Obtaining unauthorised access to examination material prior to an examination.
- Assisting candidates in the production of coursework, beyond that permitted by the regulations.
- Allowing candidates unsupervised access to controlled assessment exemplar material, whether this is the work of former students or that provided by the Awarding Body.
- Failing to keep student computer files secure.
- Assisting or prompting candidates with the production of answers.

Candidate Malpractice

- The following are examples of malpractice by candidates. The list is not exhaustive and other instances of malpractice may be considered and acted upon;
- Misuse of examination material.
- Behaving in such a way as to undermine the integrity of the examination.
- Failing to abide by the instructions or advice of an invigilator, supervisor or the Awarding Body in relation to the examination rules and regulations.
- Failing to abide by the conditions of supervision designed to maintain the security of the examinations.
- Disruptive behaviour in the examination room (including the use of talking/offensive language).

- Introduction of unauthorised material into the examination room e.g. notes, study guides and personal organisers, own blank paper, calculators, dictionaries (when prohibited), personal stereos, hi-tech watches, mobile phones or other similar devices.
- Obtaining, receiving, exchanging or passing on information which could be examination related (or the attempt to) by means of talking or written paper/notes.
- Personation: pretending to be someone else, arranging for another to take one's place in an examination.
- The inclusion of inappropriate, offensive or obscene material in scripts or controlled assessment.
- Copying from another candidate (including the misuse of ICT to do so).
- Collusion: working collaboratively with other candidates.
- Plagiarism: the failure to acknowledge sources properly and/or the submission of another person's work as if it were the candidate's own. (As detailed in Appendix 1)
- Theft of another's work.
- The deliberate destruction of another's work.
- The alteration of any results documents, including certificates.

Procedures for informing candidates of Awarding Bodies' regulations

All candidates receive a copy of the Awarding Bodies' regulations regarding controlled assessment and examinations. During the course of the examination period, three notices are displayed both in the area immediately outside the examination room (on the exam board) and on display in the examination area.

Notice 1: Warning to Candidates

This notice covers:

- Unfair and dishonest practice in the examination
- Personation
- Unauthorised material
- Communication
- Details of what would happen in the case of an infringement

Notice 2: Notice to Candidates

This notice covers:

- Regulations – make sure you know the rules
- Information – make sure you attend
- Bring what you need
- Calculators, dictionaries and computer spellcheckers

- Examination instructions
- Advice and assistance
- The end of the examination

Notice 3: Mobile Phones Prohibited

This notice warns candidates that possession of a mobile phone in the examination room will mean disqualification.

Verbal Announcements

Before the beginning of every exam, candidates are given a verbal reinforcement of the Awarding Body's regulations. In addition, candidates are given the opportunity to hand in mobile phones by being supplied with a polythene bag that is kept in the Exams Office until the end of the exam.

Procedures for investigating alleged malpractice

All cases of malpractice are reported to the Examinations Officer who will inform the Principal. The Examinations Officer will obtain written statements from those concerned, whether the malpractice is by staff or candidates.

Investigation by the School into alleged malpractice by candidates

The Examinations Officer will conduct a full enquiry into the malpractice in conjunction with the Principal. If malpractice is deemed to have taken place then a full written report (using Form JCGQ/M/01 where appropriate) is submitted to the Awarding Body with supporting evidence. Candidates accused of malpractice are made fully aware at the earliest opportunity of the nature of the alleged malpractice, and of the possible consequences should malpractice be proven. The parents/guardians of the candidates are also notified in writing of the alleged malpractice and of the possible consequences.

Candidates accused of malpractice must be given the opportunity to respond (preferably in writing) to allegations made via a statement form.

Candidates accused of malpractice should be made aware of the avenues for appealing should a judgement be made against him or her. Full details of an

Awarding Body's appeals procedure will be sent to the candidate and parents/guardians if the judgement goes against the candidate.

The candidate and parents/guardians will be informed in writing of the outcome of the Awarding Body's decision.

Investigation by the School into alleged malpractice by members of staff

Investigations into any case of malpractice or irregularities against a member of staff must normally be carried out in the first instance by the Principal of the school, in conjunction with the Awarding Body.

Investigations into alleged malpractice or irregularities against the Principal must be carried out by the Chair of the Academy's Governing Body, or the responsible employer, and reported to the Awarding Body when completed.

Any member of staff accused of malpractice or irregularities must be made fully aware (preferably in writing) at the earliest opportunity of the nature of the alleged malpractice, and the possible consequences should malpractice be proven.

Any member of staff accused of malpractice or irregularities must have the opportunity to respond (preferably in writing) to allegations made.

Any member of staff accused of malpractice or irregularities must be made aware of the avenues for appealing should a judgement go against him or her.

When investigating serious cases or alleged staff malpractice, it may be necessary for a member of the Awarding Body staff to be present at an interview with the staff member concerned. The member of staff being interviewed may be accompanied by a friend or union representative.

In accordance with the requirements of the Code of Practice and the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland, a report on cases where members of staff are found to have committed malpractice, together with details of the action taken by the Principal, the Governing Body or the responsible employer must be forwarded to the regulatory authorities and may be made available to other Awarding Bodies if the Awarding Body decides that the circumstances of the case are sufficiently serious to warrant such reports being made.

Reports

It is the responsibility of the Exams Officer, acting on behalf of the Awarding

Body, to submit a full written report of an investigation and to provide the following where appropriate:

- A statement of the facts, a detailed account of the circumstances and details of any investigations carried out by the Centre.

- Written statement(s) from the invigilators or other staff concerned.
- Written statements from the candidate(s) concerned.
- Any mitigating factors (e.g. relevant medical reports).
- Information about the School's procedures for advising candidates of the Awarding Bodies' regulations.
- Seating plans.
- Unauthorised material found in the examination room
- Any work of the candidate and any associated material (e.g. source material for coursework) which is relevant to the investigation.
- The form JCGQ/M/01 should be used as the basis of the report.

Plagiarism

What is plagiarism and why is it important?

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information. It is very important that you give credit where it is due.

How can students avoid plagiarism?

To avoid plagiarism, you must give credit whenever you use:

- Another person's idea, opinion or theory
- Any facts, statistics, graphs, drawings – any pieces of information that are not common knowledge

- Quotations of another person's actual spoken or written word
- Paraphrase of another person's spoken or written words.

Plagiarism and the World Wide Web

The World Wide Web has become a more popular source of information for student papers, and many questions have arisen about how to avoid plagiarising these sources. In most cases, the same rules apply as to a printed source: when a writer must refer to ideas or a quote from a website, they must cite that source.

If a writer wants to use visual information from a website, many of the same rules apply. Copying visual information or graphics from a website (or from a printed source) is very similar to quoting information, and the source of the visual information or graphic must be cited. These rules also apply to other uses of textual or visual

information from websites – for example, if a student is constructing a web page as a class project, and copies graphics or visual from other sites, they must also provide details about the source of this information. In this case, it might be a good idea to obtain permission from the website’s owner before using the graphics.

Strategies for Avoiding Plagiarism

- Put in quotations everything that comes directly from the text, especially when taking notes.
- Paraphrase*, but make sure you are not just rearranging or replacing a few words. Read over what you want to paraphrase carefully: cover up the text with your hand, or close the text so you can’t see any of it (and so aren’t tempted to use the text as a ‘guide’). Write out the idea in your own words without peeking.
- Check your paraphrase against the original text to be sure you have not accidentally used the same phrases or words, and that the information is accurate.

*Using someone else’s ideas, but putting them in your own words. This is probably the skill you will use most when incorporating sources into your writing. Although you use your own words to paraphrase, you must still acknowledge the source of the information.

It is expected that teachers will cover plagiarism during their lessons. Copies of this policy document are published on the school website and are reviewed and updated every year.

[C M Hunter]
EXAMINATIONS OFFICER
[October 2021]