



# Weston Favell School

## Examinations Policy

### RESPONSIBILITIES

**Governor Committee:** Curriculum

**SLT:** Tracey Jones

**Revised:** March 2009

### APPROVED

**Curriculum Committee:** 12 March 09

**Chair of Governors:** *signature*

### Purpose

The purpose of this examination policy is:

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

It is the responsibility of everyone involved in the examination processes to read, understand and implement this policy.

### Guidance

#### 1. EXAMINATION RESPONSIBILITIES

##### Headteacher

The Headteacher has overall responsibility for the school as an examination centre. Specifically, the Headteacher will:

- advise on appeals and re-marks
- ensure the reporting of all suspicions or actual incidents of malpractice with reference to the JCQ (Joint Council for Qualifications) document *Suspected Malpractice in Examinations and Assessments*.

##### Examinations Officer

The Examinations Officer manages the administration of public and internal examinations and public examination results. He/she:

- advises the Senior Leadership Team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations 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 examination 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 examination papers and completed scripts

- 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*

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- identifies and manages examination timetable clashes
- ensures that all public examinations are conducted strictly in accordance with the JCQ *Instructions for Conducting Examinations*
- liaises with site managers to secure appropriate venues and furniture for all examinations
- acquires, stores and makes available resources needed by candidates in examinations
- accounts for income and expenditure relating to examination costs and charges
- arranges for the despatch of candidate examination scripts promptly and by the correct means
- manages the recruitment, training, deployment and remuneration of a team of invigilators responsible for the conducting of examinations
- ensures the submission of candidates' coursework marks, and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for the dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals or re-mark requests
- maintains systems and processes to support the timely entry of candidates for their examinations
- liaises with the Data Manager to ensure that direct staff involvement in examinations is integrated with daily staff management norms and processes
- ensures that the Examinations Secretary is actively involved in the abovementioned processes and is given relevant developmental training opportunities
- liaises with the Assistant Headteacher on the smooth management and running of internal examinations
- liaises with other Centres concerning qualifications delivered in consortia.

#### **Deputy Head [Curriculum]**

The Deputy Headteacher (Curriculum) ensures the implementation of WFS teaching and learning strategies leading to external validation of courses followed at KS3/4/5.

#### **SLT and Heads of House**

- oversee entry into and departure from the Sports Hall or other examination venues at the start and end of examinations.
- provide a supervisory presence during examinations as appropriate to ensure that examinations are conducted in good order.

#### **Heads of Faculty and Department**

- ensure accurate submission of entry data and adherence to deadlines as set by the Examinations Officer
- provide guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- manage departmental post-results procedures
- ensure accurate completion of coursework mark sheets and declaration sheets
- request arrangements for practical examinations
- provide information to the Examinations Officer in order to facilitate the organisation of trial examinations and prepare trial examination papers

#### **Head of Sixth Form**

- advises Sixth Form students concerning public examination entries and re-takes pertinent to Post 16 candidates

#### **Head of Careers Guidance**

- provides guidance and careers information relevant to examinations

#### **Subject/Form Tutors**

- submit appropriate data to Heads of Faculty/Department in order to facilitate correct public examination entries

- communicate arrangements for examinations to candidates on behalf of the Examinations Officer

### **SENCO**

- administers access arrangements in conjunction with the Examinations Officer.
- identifies candidates' requirements for access arrangements
- provides additional support [eg 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

### **Invigilators**

- undertake invigilation duties as defined in the JCQ *Instructions for Conducting Examinations* and as specified by the Examinations Officer

### **Candidates**

- confirm examination entries made on their behalf
- understand coursework regulations and sign a declaration that authenticates the coursework as their own
- familiarise themselves with candidate instructions contained in the JCQ *Instructions for Conducting Examinations*

### **Data Manager**

- prepares public examinations analyses as requested by the Headteacher
- integrates examination arrangements into the daily organisation of staff and rooming

### **Examinations Secretary**

- inputs data to record examination entries, amendments and withdrawals
- completes examination attendance lists
- despatches candidate scripts to awarding bodies
- oversees the conduct of examinations in small venues for candidates for whom access arrangements have been made
- deals with other tasks arising from the various functions of the examinations office [eg communicating with parents and outside agencies concerning candidate entries and results]

## **2. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED**

The statutory tests and qualifications offered at this centre are decided by the Headteacher in consultation with SLT and Heads of Faculty.

The qualifications offered are KET, OCR Nationals, BTEC, Adult Literacy and Numeracy Tests, GCSE and GCE.

The subjects offered for these qualifications in any academic year can be found in WFS' official literature for that year. If there has been a change of syllabus from the previous year, the Examinations Officer must be informed before the beginning of the new academic year by the Head of Department.

### **At KS4**

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body. Students with a specific aptitude [eg bi-lingual students] may be able to take a public examination earlier than expected. Students with an identified special need can normally expect that access arrangements will be made on their behalf. The Headteacher reserves the right to limit examination entry for students whose conduct is considered likely to be disruptive to the good order of an examination.

### **At KS5**

It is expected that AS modules will be completed during Year 12 and A2 modules during Year 13. AS grades will be aggregated automatically unless otherwise requested by Heads of

Department. AS/A2 examinations are taken in the summer season. However, candidates will be entitled to enter themselves for re-take modules, usually at their own expense, in January or June of the subsequent academic year with the guidance of the Head of Sixth Form. In exceptional circumstances departments may choose to enter students for a January module but this will be with prior consent of the Headteacher and Head of 6<sup>th</sup> Form. Other non-GCE courses may be run according to demonstrated student cohort needs, and will be entered for public examination qualifications as appropriate in line with examination board regulations, eg GCSE Maths and English.

### 3. EXAMINATION SEASONS AND TIMETABLES

#### Timetables

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

#### Examinations Year Key Events

BTEC / Diploma registrations	September
Year 11 Trial GCSE examinations	November / December
Adult Literacy and Numeracy Tests	December/January/February/March
Years 10 / 11 GCSE Science modules [1]	November
Years 12 / 13 GCE modules	January
GCSE entries made	January
GCE entries made	February
Years 10 / 11 GCSE Science modules [2]	March
Year 11 GCSE practicals	March / April
Year 12 / 13 GCE practicals	March / April / May
<b>GCE / GCSE written examinations</b>	<b>May / June</b>
Years 10 / 11 GCSE Science modules [3]	June
Year 9/10 end of year formal assessments	June
<b>GCE results</b>	<b>16 August</b> ( <i>Thursday of that week</i> )
<b>GCSE / BTEC / ALAN results</b>	<b>23 August</b> ( <i>Thursday of that week</i> )
Examination certificates available	November

### 4. ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RETAKES

#### Entries

Initial examination entries are made by Heads of Department. Senior staff may amend entries in the light of WFS intervention strategies or for pastoral reasons.

#### Late entries

Examinations Office deadlines are set in order to allow all subject entries to be made, checked and amended in accordance with awarding bodies' deadlines. Late entries and amendments made after the Awarding Body deadlines incur financial penalties which will be debited to Departmental capitation.

Late entries must be authorised by Heads of Department or members of SLT.

#### Retakes

Retake decisions will be made in consultation with Head of Sixth Form and Head of Careers Guidance.

Requests for GCSE, AS and A2 module resits may to be made in the following situations:

1. Where students have just failed to attain a Grade C in English Language or Mathematics at GCSE and are staying on at school to follow Sixth Form courses.

2. Where Sixth Form students following modular AS courses need to improve their performance on assessed modules, either to continue to A2, to increase the chances of meeting their target grade at A2 or to gain an improved grade at A2 in order to access Higher Education.
3. Where it is felt that an injustice has occurred in the initial external assessment.
4. Where a student's ability to accredit a range of courses has been severely disrupted by illness, long term absence from school or transfer from another area.

**GCSE:** Students may resit Mathematics or English as part of a taught course in the Sixth Form, subject to staffing. The school will pay for one entry only per subject. Other subjects may be entered by students with appropriate Department support but cannot be entered as private candidates.

**AS and A2 – general:** Students may return to follow an appropriate Year 14 course of study and will be entered by the school, subject to the satisfactory completion of the course. Where students fail to complete the course or, subsequent to the entry being made, withdraw from the exam, they will be charged the appropriate fee. However students who are 'on roll' cannot also be entered for exams as 'private' candidates. WGS examination performance analyses will include these results.

**AS and A2 – modular subjects:** The school will enter and pay for one attempt at each module only. The school's advice is that students should not resit more than one module per subject at AS and certainly no more than 3 modules in any one series. Exceptions may occur where a student's examination performance has been severely adversely affected by illness or other extenuating circumstances.

### **Tutoring**

- Students retaking AS modules in January of Year 13 can expect support from the subject area involved, through close monitoring and either substantial revision packs or discrete contact time.
- Staff may tutor individual candidates but it must be clearly understood that they do so informally outside directed time.

## **5. EXAMINATION FEES**

- BTEC / GCSE / AS / A2 initial registration and entry examination fees are paid from WFS examinations budget. Arrangements for the payment of Diploma fees will be agreed in consortia with other centres.
- Late entry or amendment fees are paid by Departments. 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.
- Retake fees for first and any subsequent retakes are paid by candidates unless they are re-taking a complete year of study. For retakes requested by a candidate, the appropriate fee may include two elements: the entry fee payable to the examination board and a fee for the invigilation/administration of the examination. This latter fee may vary depending upon the number of entrants.
- The administration fee will cover clerical costs. The invigilation fee will be charged only if special arrangements are unavoidable. The need to charge such a fee will be determined by the Examinations Officer in liaison with a member of Leadership Team.
- Where fees are payable, invoices will be presented at least five full days before the entries are made and must be paid in full prior to the examination.
- In exceptional circumstances, if a re-take is needed due to an error on the part of the school, the retake fee will be paid by the school.
- Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insists on pursuing the enquiry.

(See also section 11: Enquiries about results [EARs])

## **6. THE DISABILITY DISCRIMINATION ACT (DDA), SPECIAL NEEDS AND ACCESS ARRANGEMENTS**

### **DDA**

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### **Special Needs**

A candidate's special needs requirements are determined by the SENCO. The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### **Access arrangements**

- Making special arrangements for candidates to take examinations is the responsibility of the Examinations Officer.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.
- Rooming for access arrangement candidates and Teaching Assistant deployment as specialist invigilators is arranged by the SENCO in consultation with the Examinations Officer and Data Manager.
- External invigilation for special dispensation candidates is arranged by the Examinations Officer in consultation with the SENCO.
- Students who are entitled to a special dispensation but decline the offer of extra assistance will forfeit the right to the dispensation in future examinations. The candidate's declining of extra help will be confirmed in writing by the candidate.

## **7. ESTIMATED GRADES**

Heads of Department submit estimated grades to the awarding bodies when requested to do so by the Examinations Officer.

## **8. MANAGING INVIGILATORS AND EXAMINATION DAYS**

### **Managing invigilators**

- The recruitment of invigilators is the responsibility of the Examinations Officer.
- Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the Bursar.
- CRB fees for securing such clearance are paid from WFS examinations budget.
- Invigilators are timetabled and briefed by the Examinations Officer.
- Invigilators' rates of pay are set by the Headteacher and Governors' Resources Committee.

### **Examination days**

- The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilators.
- Site management is responsible for setting up the allocated rooms under instruction from the Examinations Officer.
- The lead invigilator or Examinations Officer will start all examinations in accordance with JCQ guidelines.
- Subject staff may be present at the start of the examination to assist with identification of candidates and the conveying of basic instructions, but must not advise on which questions are to be attempted.
- In practical examinations subject teachers will conduct the examinations assisted by external invigilators.

- Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department at the end of the examination session. Practical examinations are an exception to this rule.

## **9. CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION**

### **Candidates**

- 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 WFS accepts no liability for their loss or damage whilst sitting an examination.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.

### **Clash candidates**

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

### **Special consideration**

- Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the school, or the examination invigilator, to that effect.
- Any special consideration claim must be supported by appropriate evidence within five days of the examination, 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 within seven days of the examination.

## **10. COURSEWORK AND APPEALS AGAINST INTERNAL ASSESSMENTS**

### **Coursework**

- Candidates who have to prepare portfolios should do so by the centre-defined date.
- Heads of Department will ensure all coursework is ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.
- Marks for all internally assessed work are provided to the examinations office by Heads of Department.

### **Appeals against internal assessments**

The school is obliged to publish a separate procedure on this subject, which is available from the examinations 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 30 June 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.

## **11. RESULTS, ENQUIRIES ABOUT RESULTS (EARS) AND ACCESS TO SCRIPTS (ATS)**

### **Results**

- Results are shown to the Headteacher before release to any other staff or candidates.
- Candidates will receive individual results slips on results days. Results slips can be posted out to candidates by prior arrangement. If a relative picks up results on behalf of a candidate, he/she must produce proof of identity and authorisation from the candidate.

- Arrangements for the school to be open on results days are made by the Admin Manager.
- The provision of staff on results days is the responsibility of the Administration Manager.
- The centre aggregates at the end of year 12 for AS grades unless otherwise requested by students or Departments.

### **EARs**

- EARs may be requested by teaching staff if there are reasonable grounds for believing there has been an error in marking.
- When WFS does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of school staff, the candidate will be charged the relevant fee.

### **ATS**

- After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- If a result is queried, the Examinations Officer, teaching staff and Headteacher will investigate the feasibility of asking for a re-mark at WFS' expense.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE re-marks cannot be applied for once a script has been returned.

## **12. CERTIFICATES**

Certificates arrive in the school in November and are stored in Reception. They are made available to candidates or candidates' representatives on proof of identity. If not collected by the following November, certificates will be removed to the Examinations Office archive. Certificates will be retained for six years in accordance with LA guidelines, even though Awarding Bodies recommend secure destruction of certificates after one calendar year.

### **Conclusion**

This policy will be reviewed annually by the Examinations Officer, Headteacher and the Curriculum Committee of the Governing Body.

#### **RELATED POLICIES**

Curriculum Policy  
Inclusion/SEN Policy

#### **RELATED DOCUMENTS**

- Suspected malpractice in examinations and assessments (JCQ)
- Access Arrangements and Special Considerations Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations (JCQ)
- Instructions for conducting examinations (JCQ)
- Appeals against Internal Assessments procedure

## **BTEC Protocols**

### **Registration & Certification Policy**

Aim: To register individual learners to the correct programme within agreed timescales.  
To claim valid learner certificates within agreed timescales.  
To conduct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

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

### **Assessment Policy**

Aim: To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.  
To ensure that the assessment procedure is open, fair and free from bias and to national standards.  
To ensure that there is accurate and detailed recording of assessment decisions.

In order to do this, the centre will:

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment.
- Assess learner's evidence using only published assessment and grading criteria.
- Ensure that assessment decisions are impartial, valid and reliable.
- Not limit or 'cap' learner achievement if work is submitted late.
- Develop assessment procedures that will minimise the opportunity for malpractice.
- Maintain accurate and detailed records of assessment decisions.
- Maintain a robust and rigorous internal verification procedure.
- Annually provide samples for National Standards Sampling as required by the awarding body.
- Monitor NSS reports and undertake any remedial action required.
- Share good assessment practice between all BTEC programme teams.
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff.
- Provide resources to ensure that assessment can be performed accurately and appropriately.

### **Internal Verification Policy**

Aim: To ensure that IV is valid, reliable and covers all assessors and programme activity.  
To ensure that the IV procedure is open, fair and free from bias.  
To ensure that there is accurate and detailed recording of IV decisions.

In order to do this, the centre will:

- Ensure that all centre assessment instruments are verified as fit for purpose.

- Verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standards and NSS requirements.
- Plan an annual internal verification schedule, linked to assignment plans.
- Define, maintain, and support effective internal verification roles.
- Ensure that identified staff will maintain secure records of all internal verification activity.
- Brief and train staff of the requirements for current internal verification procedures.
- Promote internal verification as a developmental process between staff.
- Provide standardised IV documentation.
- Use the outcome of internal verification to enhance future assessment practice.

### **Appeals Policy**

Aim: To enable the learner to enquire, question and appeal against an assessment decision.

To attempt to reach agreement between the learner and the assessor at the earliest opportunity.

To standardise and record any appeal to ensure openness and fairness.

To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.

To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and Procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

### **Assessment Malpractice Policy**

Aim: To identify and minimise the risk of malpractice by staff or learners.

To respond to any incident of alleged malpractice promptly and objectively.

To standardise and record any investigation of malpractice to ensure openness and fairness.

To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.

To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- Give appropriate 'notice to candidates' in line with JCQ guidelines.
- Seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice.
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own.
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head Teacher and all personnel linked to the allegation. It will proceed through the following stages:

1. Collecting and collating information pertinent to enquiry.
  2. Presenting information gathered to leaver and interview.
  3. Analysis and decision – reported to student and parent.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.
  - Give the individual the opportunity to respond to all allegations made.
  - Inform the individual of the avenues for appealing against and judgement made.
  - Document all stages of any investigation.

Where malpractice is proven, this centre will apply one of the following penalties/sanctions:

1. A formal warning and zero marks awarded for piece of work.
2. Disqualification from the unit or from the whole subject.
3. Disqualification from all subjects and barred from entering again until the next academic year.

### **Definition of Malpractice by Learners**

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

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

### **Definition of Malpractice by Centre Staff**

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

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

## ***Student information to be provided on request***

### **POLICY ON INTERNAL ASSESSMENTS FOR EXTERNAL QUALIFICATIONS**

In accordance with the *Code of Practice* for the conduct of external qualifications produced by QCA, Weston Favell School is committed to ensuring that:

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification in question
- the consistency of the internal assessment is achieved through appropriate internal standardisation processes
- staff responsible for internal standardisation attend any compulsory training sessions

#### **Written Appeals Procedure**

Each Awarding Body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to Weston Favell School concerning internal assessment:

- **the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the specific judgement made; you may not appeal against the mark or grade awarded, only the way in which the mark or grade was arrived at**
- you or your parent/carer must make the appeal in writing to the Examinations Officer, normally by 30<sup>th</sup> April for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the coursework marking and moderation schedule extends beyond this time
- the enquiry into the internal process will normally be led by the Examinations Officer and the Deputy Head Teacher i/c Curriculum Development, providing that neither has played any part in the original internal assessment process
- the teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to you or your parent/carer
- the enquiry will consider whether the procedures used for the internal assessment conform with the published requirements of the Awarding Body and the QCA *Code of Practice*

You or your parent/carer will be informed in writing of the outcome of the appeal, including:

- relevant communications with the Awarding Body
- any steps taken to further protect your interests as an examination candidate

If you or your parent/carer are unhappy with the written response to the appeal, a personal hearing can be requested where the panel will consist of two persons not previously involved, normally the Head Teacher and a member of the Governing Body.

#### **Enquiries About Results (Re-marks)**

In the case of an Enquiry About Results, where Weston Favell School does not uphold a request for such an enquiry, the candidate may normally pay to have an enquiry carried out. Where the candidate wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

#### **Important Note**

Each Awarding Body specifies detailed criteria for the internal assessment of work. In addition, the Awarding Body must moderate the assessment and the final judgement on marks awarded is that of the Awarding Body. Appeals against matters outside the school's control will not be considered in Weston Favell School's appeal procedure.

Examinations Office  
July 2008

## Procedure for Emergency Evacuation

- A In the event of a fire alarm, the examination will continue uninterrupted until a senior member of staff announces to invigilators whether or not a false alarm has been sounded.
- B In the event of the need to evacuate an examination room, invigilators will
- organise an orderly departure from the room, leaving behind exam papers and scripts and taking the shortest route to the hard-standing area to the rear of the Sports Hall. Examination candidates must stand separately from other students.
  - take whatever steps possible to ensure that candidates do not discuss the examination.
  - note the time and duration of the interruption.
  - on return to the examination room, allow candidates the full allocated working time.
  - after the examination, write a detailed report of the incident.
  - refer to page 23, paragraph 16 'Emergencies' of the ICE booklet and WFS current Fire Orders for further guidance.

D Haynes  
12 February 2008