



**St Augustine of Canterbury Catholic
High School**
A Specialist School for the Visual Arts

EXAMINATION ENTRY POLICY

This policy complies with the Equality Act 2010 and has been fully Equality Impact Assessed.

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Equality statement

The governors and staff are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

St Augustine's examination entry policy is based on the principles expressed in the Mission Statement and aims of the School. It is to be read in conjunction with the School's policy on assessment, recording and reporting achievement.

- All pupils are entitled to be entered for public examinations in those subjects, which they have studied at Key Stage 4 for which a public examination exists.
- Successful preparation for all such public examinations requires a high degree of attendance if the pupil is to be prepared adequately for entry. A good attendance record is stressed in the Home/School Partnership document and in the Pupil Code of Conduct.
- Completion on time of all necessary elements of the subject e.g. coursework, is essential if pupils are to be entered for the written part of the examination course in summer.
- The policy of the School Governors states that: "The Governors have reserved the right to charge.... for the cost of entry fees paid by the school, where a pupil entered for an examination fails to complete the examination requirements.

Examination entry is under the jurisdiction of the School's Examination Officer, informed by Subject Leaders and ratified by Faculty Managers. A copy of pupils' statement of entry, timetable and exam rules will be sent via pupils to parents at the appropriate time and they will be notified of any amendments which may follow.

A policy for appeals against internal assessment of work for external qualification is available from the School's Examination Officer.

Objective

To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.

Accountability of Departments

The Subject Leader is responsible for examination entries/withdrawals etc.

1. Each department will have a labelled wallet, which they will use to give and receive information throughout the year. These wallets will be distributed to SL's via their pigeon-holes in the staff room with all details and deadlines regarding their examinations and must be checked, amended, signed and returned to the examination officer by the given deadline. All relevant deadline dates will be provided in September and placed in the wallets (if available).

2. Subject leaders will receive information regarding examination syllabus codes and modules taken by each relevant year group; these details have to be agreed, signed and returned to the examination officer.
3. Any changes to examination board, course or syllabus must be passed on to the examination officer.

Entries

All candidates will be entered by the due date set by the board. It is the responsibility of the Subject Leader to ensure that the correct and relevant examination codes and student lists are issued to the examination officer.

Subject leaders will receive entry forms for each examination, allowing them to enter students for the relevant exams and forecast grades.

Once entries have been processed, a summary printout will be given to subject leaders to check all entry codes, students and aggregation coding if required. These forms must be signed off and returned to the examination officer by the deadline given.

Entry files will be collated once all entry sheets are signed off and files will be sent by EDI in compliance with examination board deadlines. These deadlines are final and amendments after these dates will incur late entry fees, which are chargeable to departments. The late entry fees should be minimal and be avoided at all costs, as departmental budgets are allocated for priorities identified from the School Improvement Plan.

Permission for non- entries must be agreed by the Leadership Group.

Amendments

Withdrawals/amendments will be accepted by the examination officer up to the date set by the board. Withdrawal forms must be used. These will be placed in the examination wallet and completed forms must be handed to the examination officer.

Change of tier

See note on amendments.

Late Fees

Any late fees incurred through late entry, withdrawal or change of tier after the given deadlines will be forwarded to the School Finance Officer for debit from the department's budget and subject leaders will receive notification of the debit.

External Exams

The examination officer is responsible for the organisation and conduct of all external examinations.

1. Final confirmation of entry numbers and levels will be made with the Subject Leader
2. All examination papers will be checked and counted in by the examination officer, locked away and filed in chronological order including 'window of opportunity' examinations. A log book will be kept for a record of when papers are checked etc.
3. All sealed examination papers will be checked by the Subject Leader of each department in the presence of the examination officer at least one week before the examination date and will be signed off by both parties in the log book.

4. The Subject Leader or other member of department may be present at the start of each subject examination.
5. Examination papers cannot be read by the subject teachers or removed from the examination room before the end of a session. Papers will be distributed by the invigilation team to Subject Leaders at the end of the examination session.
6. All examinations will be conducted according to the rules laid down by the examination boards and within the start and finish times determined by the board.
7. Any misconduct or irregularity must be reported to the examination officer as soon as possible. The examination officer will inform the examination board concerned and undertake appropriate investigation.
8. Students will not be allowed to leave an examination unless their examination paper has been picked up and secured by an invigilator.
9. Invigilation staff will collect and collate scripts at the end of each examination session and the packages will be delivered to the office for storage before collection by Parcel Force at the end of each day.

Examination Clashes

Students will be advised of any clashes and will be given the opportunity to discuss the arrangements with the examination officer. Students will be escorted from one examination and held over with supervision until the start of their next examination. Students should bring a packed lunch on these occasions.

The Senco will be advised of the requirements for teaching assistants weeks before the examination concerned.

Controlled Assessments/Coursework (see Controlled Assessments Policy)

It is the responsibility of each department to ensure all assessments are despatched in accordance with examination board deadlines. These details are available within departmental syllabus information, direct correspondence to the subject leader from examination boards and online. Subject leaders should supply the deadline dates in September to the examination officer on the appropriate pro-forma. The examination officer is available to help with any queries regarding deadlines and despatch. The Subject Leader may liaise with the examination officer if necessary. Coursework will be despatched by the subject leader to the office for posting. A certificate of posting will be obtained.

Student Controlled Assessment/Coursework Appeals Procedure (IAP)

A procedure is in place for students to appeal against centre coursework marks. This is a procedure all centres must have in place in compliance with Joint Council and NAA legislation. Parents/students will be informed of such a procedure via a letter showing entries.

Coursework Misconduct

Any misconduct or irregularity, eg plagiarism, must be reported to the examination officer as soon as possible. The examination officer will inform the examination board concerned.

Despatch of Examination Scripts

The school will despatch examination papers to examiners by a traceable system. This will be agreed between Parcel Force and the examination officer.

Results

1. Results will only be available for collection on the day notified by the examination boards.
2. Subject teachers should check for the possibility of a re-mark/re-grade within three days of scrutiny of the results. A post results form must be submitted to the examination officer as soon as possible. The deadline is 17/19 September for summer examinations.
3. If a result is queried then the examination officer will investigate the feasibility of asking for a re-mark.
4. Students must be advised that re-marks can result in grades being lowered.
5. Re-marks requested by students are chargeable to that student.
6. Re-marks requested by subject leaders and agreed by the students will be chargeable to that department. All re-marks will be discussed between the examinations officer, Deputy Headteacher (Curriculum and Standards) and then the Leadership Group.
7. All students must give written permission for remarks.

INTERNAL ASSESSMENT APPEALS POLICY

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, St Augustine of Canterbury Catholic High 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;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation attend any compulsory training sessions.

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

- the appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the mark or grade itself;
- the parent/carer must make the appeal in writing to the School's Examinations Officer: appeals should normally be made before the end of the first week in May for examinations in the summer series. This deadline may be extended in exceptional circumstances in situations where the controlled assessment/coursework marking and moderation schedule extends beyond this time.

The Head Teacher will nominate a senior member of staff, to lead the enquiry provided that they have played no part in the original assessment process. An experienced Subject Leader or School Governor to act as an independent member will also be on the panel;

- the teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the complainant;
- the enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

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

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

If the complainant is unhappy about the response in writing, s/he can ask for a personal hearing, 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 cases of Enquiries About Results, where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

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

The existence of this procedure is made known to students and their parents/carers and a copy is available on the school website and on request from the Examinations Officer.

Special Needs

Staff in departments will inform the SENCO of special needs pupils who are embarking on a course leading to an examination and the date of that examination. The SENCO will then inform individual staff of any special arrangements which individual pupils can be granted during the course and in the examination. In the case of pupils with specific learning difficulties, visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader
- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

The SENCO will inform the examinations officer of all access arrangement needs for students taking examinations at the beginning of a Key Stage. The SENCO/examinations officer will communicate these needs with the examination boards at the beginning of a course.

Special arrangements can also be made for pupils to take their examinations outside school eg phobic pupils or ME sufferers. In these cases, invigilation and examination rules must still be adhered to. Key Stage managers, subject leaders, learning mentors and the SENCO must inform the examination officer of any special arrangement needs with regard to examinations to be taken out of school and liaise with her on who will be responsible for delivering examination papers and invigilate the student in question. The examination officer will inform the SENCO of invigilation requirements in this instance. As the examination officer must gain authorisation from the examination boards on these individual cases and acquire suitable accommodation for the examination to be secure; he/she must receive notification from the relevant member of staff as soon as possible.

The SENCO will inform the examination officer of all access arrangement needs for students taking examinations at the beginning of a Key Stage. The examination officer and SENCO will communicate these needs with the examination boards at the beginning of a course via e-AQA/edexcel online etc.

A separate room and invigilator are required for anyone with a reader. It is preferable that the reader or scribe should be a person within the learning support department who is familiar with and has had practice with the pupil taking the examination. It is important if, for example, the pupil and reader or scribe have worked together in similar situations such as internal tests and examinations. It is the duty of learning support to ensure that no unauthorised help is given to these pupils.

The SENCO, in consultation with the examination officer, will complete the special arrangement request forms on line via e-AQA/edexcel online for special needs candidates at the appropriate time and provide the necessary evidence to reach the examination boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified/enlarged papers for NCTs and GCSEs which must be complied with.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the examination officer only with the permission of the examination boards at an agreed time and any further enlargements/modifications must be completed by the designated person in good time for the start of the examination. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the examination officer and locked away.

The necessary re-scheduling of internal and external examinations for special needs pupils will be co-ordinated with the examination officer eg pupils who have extra time cannot fit two examinations in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination. Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of learning support to ensure that all work is original.

Pre release

On arrival all pre-release materials must be locked in the examination storage file. These materials can only be released to departments on the date shown for release; this is normally on the front of each pack. Pre-release materials are prompted by the estimated entry for that syllabus in July of the previous year. All departments must inform the examination officer of change of syllabus as if boards are not informed no relevant information will be sent to centres.

Non-timetabled examinations (“Window of Opportunity”)

The subject leader must liaise with the examination officer in September whenever their syllabus includes non-timetabled examinations ie “window of opportunity”. For instance modern languages hold oral examinations within a 2-3 week window in May.

Subject Leaders must confirm in writing to the examination officer their chosen dates and ensure that the correct details are added to the school examination timetable. These agreed dates will be checked with the correct examination board and signed off by the subject leader and the examination officer.

The subject leaders must inform the examination boards’ legal departments of the agreed dates in compliance with the boards’ legal requirements.

Special Consideration

Special consideration is applied for on an individual basis. This is usually where illness or hospitalisation has occurred on the day of the examination and centres send a request for special consideration to be given for a candidate. Heads of House or SENCO must provide the examination officer with details in writing of any request that needs to be pursued. The Head of House or SENCO must ensure that a medical note or hospital note is requested and given to the examination officer as evidence to be sent with the request. The Examination Officer/Invigilation Team must ensure that students who wish to apply for special consideration do not write on the examination paper at all.

Re-sits

Students are allowed to re-sit each examination once if the Subject Leader/subject teachers deem that the student will work hard for the exam, it has a good chance of raising their grade and they are fully prepared and ready to take the exam.

Internal Examinations

The examination officer will be responsible for the overview of the organisation and invigilation for CATS and GCSE Mocks. Each department will be responsible for producing examination papers, which are suitable for the time slot allocated to their subject.

Departments must ensure that they are represented at the start of each examination and collect papers from invigilators at the end of the examination.

Invigilation

Conduct of invigilators

1. All invigilators will receive relevant training before employment.
2. The examination officer will ensure that each examination session will have a designated invigilator in charge whose role will be to deploy invigilators and oversee conduct of each. A timetable will be distributed to each invigilator outlining their particular session for any given series. The examination officer will liaise with Mr. Hagan and advise him of the invigilation plan.
3. Invigilators will check attendance according to seating plan.
4. Invigilators must not take any work into the examination room and give full attention to the conduct of the examination.
5. Invigilators must ensure that their personal mobile phones are switched off.
6. Communication between invigilators must only be relevant to the conduct of the examination.

Emergency Evacuation procedure for examinations

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

- Stop the candidates from writing
- Collect the attendance register (in order to ensure all candidates are present)
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room
- Candidates should leave the room in silence
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- Make a note of the time of the interruption and how long it lasted
- Allow the candidates the full working time set for the examination
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Make a full report of the incident and of the action taken, and send to the relevant awarding body

Controlled Assessment

- Subject Leaders(SL) will identify instances where regular classroom space may not be suitable to conduct controlled assessment and will liaise with the Examinations Officer (EO) and Deputy Head Teacher (Curriculum and Effectiveness) to book suitable rooms.
- EO will download tasks well ahead of scheduled assessment date in all cases and liaise with SL to book IT equipment if required.
- EO/SL will test secure access rights ahead of schedule every year and every session to ensure teaching staff have access rights for correct area of awarding body secure extranet sites.
- If there is a loss of task details in transmission the EO will report loss to awarding body for replacement and download again.

- EO/SL will plan alternative session(s) for candidates who are absent for all or part of the assessment (various reasons).
- EO will check before booking the date and if candidates have a scheduling clash for exams or assessment the EO will provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes. N.B. retakes of controlled assessment are limited.
- SL/EO will ensure teaching staff know which level is applicable and understand what is involved and seek guidance from the awarding body and provide training if required.
- If required, SL will ensure teaching staff are aware of the need for study diary/plans to be completed early in course and class teachers will ensure candidates start, continue and complete study diary/plans that are signed after every session.
- EO/SL will ensure teaching staff understand nature of controlled assessments and their role in supervision and that the EO will arrange invigilation for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.
- SL will ensure teaching staff understand the task setting arrangements as defined in the awarding body specification, seeking guidance from the awarding body where necessary.
- SL are to check the specification and plan required moderation appropriately for all assessment, seeking guidance when required.
- SL's are to ensure that all Subject teachers keep assessment tasks secure before assessment.
- EO/SL are to define appropriate level of security, in line with awarding body requirements, for each subject as necessary and subject teachers will keep candidates' work secure during or after assessment.
- SL and subject teachers will ensure all candidates know deadlines and penalties for not meeting them.
- Subject teachers will mark what candidates have produced by deadline and seek guidance from awarding body on further action.
- SL/EO will ensure teaching staff 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 Awarding Bodies deadlines. SL/EO will seek guidance from awarding body when required.
- SL/Subject teachers will ensure all candidates have signed authentication forms and attached them to their work when it is completed before handing in.
- SL will ensure teaching staff understand importance of authentication forms and the requirement of a signature and subject teachers will complete authentication forms and sign them as work is marked.
- SL/Faculty Manager(FM) will ensure appropriate training and practicing of marking and plan for sampling of marking during the practice phase.
- SL/FM/EO will arrange for remarking and consult awarding body specification for appropriate procedure.
- SL are to plan against the requirements for standardisation for the awarding body when and how this activity will be conducted and consult with the awarding body as required.

Outlining staff responsibilities - GCSE controlled assessment

Leadership Group

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments.

Subject Leaders

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

Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

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

Assessment, Internal Verification & Malpractice Policy & Procedures for BTEC Courses

1. Aims and Objectives of the policy

Aims

St. Augustine of Canterbury CHS is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

Objectives

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgements and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully (both in spirit and in letter), so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

2. Range and scope of the policy.

The range of the policy covers all BTEC courses offered at St Augustine of Canterbury CHS but may well apply to other assignment-based courses should they become a part of the curriculum in future.

3. Assessment

Internal Assessment is defined as the process where staff makes judgements on evidence produced by students against required criteria for the BTEC qualification. All school devised

assessment materials must be internally and/or externally verified before being issued to students.

- a) Completed student assignments will be assessed internally, be subject to internal verification and some by external moderation by the awarding body.
- b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
- c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, and authentic and that judgement of evidence is valid and reliable.
- d) Students will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline.

3.1 Role of the Assessor:

The role of the Assessor is to

- a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.
- b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.
- c) Encourage students by giving detailed feedback and guidance on how to improve work.
- d) Set interim deadlines for assignments and advise students on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.
- e) Mark and return drafts within two weeks of submission.
- f) Adhere to the Awarding Body's specification in the assessment of student assignments.
- g) Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification. Associated IV records should also be kept, to support and verify the decisions that were made for the cohort.
- h) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.
- i) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner for transfer to the awarding body.

3.2 Internal Verification

- a) The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.
- b) Each course will have an identified Lead Internal Verifier (IV) .
- c) Lead Internal Verifiers will have the knowledge and qualifications (OSCA2) relevant to the qualification(s) and for which they are responsible to enable accurate judgements to be

made regarding candidate performance in relation to competence criteria.

d) Provision will be made for communication between course teams to share 'best practice' and areas of concern. Typically, this will be achieved through a termly meeting of Lead Internal Verifiers at which standards and processes are discussed to maximise consistency between courses.

e) The role of the lead internal verifier: *The lead internal verifier should*

Planning:

- Monitor that the IV schedule covers all units and all assessors on a programme.
- Advise on the interpretation of National standards.
- Co-ordinate assessment arrangements including multi-sites and consortia as appropriate.
- IV all assignment briefs before issue to learners.

Implementation:

- Ensure an effective system of recording learner achievement is in place.
- Advise on opportunities for evidence generation and collection.
- Keep records of the verification process for 3 years after certification.
- Liaise with external verifiers.

Assessment / Internal verification:

- Provide advice and support to assessors on a regular basis.
- Advise on the appropriateness of assessment evidence with regard to level, sufficiency, authenticity, validity and consistency.
- Use subject specialism to sample assessed work to verify assessors'
- Give feedback to assessors and identify action to be taken where appropriate.

Follow up:

- Ensure appropriate corrective action is taken when assignment briefs are not fit for purpose or when assessment decisions are not accurate.
- Take part in the formal stages of any appeal.
- Advise programme team on any training needs.
- Provide feedback on aspects of the assessment system to the programme team, senior management and Edexcel.

Standardisation:

- Standardisation of assessment must take place when there is more than one assessor engaged in delivery and assessment of an assignment or unit.
- Standardisation meetings can be used to develop quality and consistency of assessment across assessors involved in different units across a BTEC programme or across different BTEC programmes.

Internal verification of assignment briefs

All centre devised assignment briefs must be internally verified, prior to issue to the learner. This is to verify the brief is fit for purpose by ensuring:

- The tasks and evidence will allow the learner to address the targeted criteria.
- It is written in a clear and accessible language.
- Learners' roles and tasks are vocationally relevant and appropriate to the level of the qualification.
- Equal opportunities are incorporated.

Internal verification of the assignment briefs should be carried out ideally by a staff

member who is familiar with BTEC assessment and has subject knowledge of the programme area. A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form considers whether the assignment brief:

- Has accurate unit details.
- Has accurate programme details.
- Has clear deadlines for assessment.
- Shows all relevant grading criteria for the unit(s) covered in the assignment.
- Indicates relevant grading criteria targeted against each task.
- Clearly states what evidence the learner needs to provide.
- Is likely to generate evidence which is appropriate and sufficient.
- Is set at the appropriate level.
- Has a time period of appropriate duration.
- Uses suitable vocational language.
- Has a clear presentation format.

The outcome of Internal verification should be recorded on the form and if action is identified by the lead internal verifier, the assessor should complete this and return it to the internal verifier for sign off. Once the assignment is verified as fit for purpose, it may be issued to the learners. The form should be signed and dated for audit purposes by the external verifier.

Internal verification of assessment decisions

A sample of assessed work and assignments must be internally verified to check the accuracy of assessment.

As above, internal verification of assessment decisions is carried out ideally by a staff member who is familiar with BTEC assessment and has subject knowledge of the programme area. Again, internal verification of assessed work should be recorded. If action is required, the assessor should complete this and return it to the lead internal verifier for sign off.

Internal verification of assessment decisions should not be end-loaded. It is important that it is undertaken as soon as possible after assessment as this will improve the quality of assessment and not disadvantage learners.

A template is available on the Edexcel website. It is not mandatory, but it is strongly recommended that any internally devised form has an accurate record of programme, unit and assignment title, assessor and learner names, and includes the following questions:

- Which criteria has the assessor awarded?
- Do they match the criteria targeted by the assignment brief?
- Has the work been assessed accurately?
- Is there constructive feedback on assessment?
- Is feedback linked to relevant grading criteria?
- Are there identified opportunities for improving performance?

The outcome of Internal verification should be recorded on the form and if action is identified by the internal verifier, the assessor should complete this and return it to the lead internal verifier for sign off. The form should be signed and dated for audit purposes by the external verifier.

The Internal verification sample

During the course of the programme, every assessor, unit and work from the assignment should be sampled. The sample should be constructed in a way that assures the entire assessment process rigorously. There is no algebraic formula to determine sample size but a well constructed sample should consider:

- The full range of assessment decisions made: work meeting distinction criteria, merit criteria pass criteria, and no criteria, should all be included in the sample if possible.
- The experience of the assessor: new or inexperienced assessors should have more work IV'd than an experienced assessor.
- New BTEC programmes: when a unit or programme is first introduced, the sample should be increased.
- The size of the group of learners.
- Issues identified at previous external verification or centre risk assessment may affect the sample size.

Please note that all assignment briefs should be internally verified before being distributed to learners.

3.3 Authentication of Candidate's Work

- a) On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.
- b) If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Programme Manager, who must proceed in accordance with the School's malpractice policy.

4 Responsibility

Responsible for Policy: Deputy Headteacher Curriculum

Responsible for implementation: Course Assessors, IVs and Course Leaders

4.1 It is the responsibility of teachers to:

- a) Provide assessment processes that are fair and meet the requirements of students and of the qualification;
- b) Provide students with a schedule of assessment;
- c) Provide accurate, timely and informative assessment feedback to inform students of their individual progress and tell them what they need to do to improve.
- e) Record assessment decisions regularly, accurately and systematically, using agreed documentation,
- f) Comply with the School and Awarding Body guidelines regarding work that is submitted after the submission date and work that is re-submitted following a referral decision;
- g) Familiarise themselves and learners with the School Assessment Appeals procedure(s);
- h) Be aware of and keep up-to-date with Awarding Body guidance in respect of assessment, standardisation, moderation and verification;

- i) Ensure that the quality of assessment is assured by carrying out internal standardisation, moderation or verification as required by the school and Awarding Body.
- j) Record internal standardisation, moderation and verification decisions accurately and systematically using agreed documentation,
- k) Provide special arrangements for learners with learning difficulties and or disabilities according to the regulations of the awarding body.

4.2 Internal verifiers are responsible for:

- a) Verifying assignment briefs prior to distribution to learners
- b) Verifying a sample of assessment decisions
- c) developing the skills of assessors, especially those new to assessment.
- d) maintaining the consistency of assessment decisions by holding standardisation meeting of assessors

4.3 It is the responsibility of the Exams Officer

- a) To facilitate the IV process
- b) To meet the deadlines for registering learners with the awarding body
- c) To ensure that awarding body data is kept up to date with timely withdrawal or transfer of learners
- d) To claim learners' certificates as soon as appropriate
- e) To claim unit certification when a learner has not been able to complete the full programme of study.

4.4 It is the responsibility of the Deputy Headteacher Curriculum to act as Quality Nominee for St. Augustine's CHS, to act as a conduit for information from awarding bodies to course teams, and to ensure standardization of processes and documentation across the programmes.

5 Malpractice Policy

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and/or damage the authority of those responsible for conducting the assessment and certification.

5.1 Learner Malpractice Guidance

Learner malpractice should be reduced within BTEC subjects by staff ensuring that:

- Learners are aware of what centre's policy on malpractice is and the penalties for attempted and actual incidents of malpractice. Staff should provide examples of what is acceptable and not acceptable etc, with frequent reminders throughout programme
- Learners are aware of how to use the appropriate formats to acknowledge any sources used.
- Procedures are introduced for assessing work in a way that reduces or identifies malpractice, e.g. plagiarism, collusion, cheating, etc. For example, procedures that include:

1. periods of supervised sessions in class, during which evidence for assignments/ tasks/ coursework is produced by the learners
2. ensuring learners are given the opportunity to alter assessment assignments/ tasks/tools on a regular basis
3. ensuring assessors use oral questions with learners to ascertain their understanding of the concepts, application, etc within their work
4. assessors getting to know their learners' styles and abilities, etc.

5.2 Examples of Learner Malpractice

The most common examples of learner malpractice include plagiarism and cheating. Below are examples of both; this list is not exhaustive and other instances of malpractice may be considered by the school at its discretion:

Plagiarism

- copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc are an essential part of team work and this must be made clear to the learners
- 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

Penalties for plagiarism

In all cases of plagiarism, the Quality Nominee must be informed so that the correct disciplinary procedure can be agreed. The Quality Nominee shall also take responsibility for retaining records relating to all cases.

Minor offences – for example, where a few sentences or a short paragraph has been copied from another source without acknowledgment. For minor offences, the student is unlikely to be aware of their offence and the consequences of plagiarism. It is also likely to be their first offence.

Possible Action: Minor plagiarism should be handled within the curriculum area. The Unit Assessor should refuse to accept work for marking and inform the student in writing of the alleged malpractice. In addition to this, the learner should be spoken to and made aware again of the Malpractice policy and procedure before being asked to resubmit the work.

Major offences – for example, where there has been extensive and/or blatant copying or if it is the student's second or subsequent offence of plagiarism.

Possible Action:

The unit assessor must refuse to accept the work for marking and the student should be informed in writing of their malpractice. Resubmission of work is not approved and a zero

mark for that part of work should be given. The Programme Manager must inform the QN who will in turn ensure Edexcel are notified.

Cheating

- failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or Edexcel conditions in relation to the assessment/examination/test rules, regulations and security
- introduction and/or use of unauthorised material contra to the requirements of supervised assessment/examination/test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- obtaining, receiving, exchanging or passing on information which could be assessment/ examination /test related (or the attempt to) by means of talking or written papers/notes during supervised assessment/examination/test conditions
- the alteration of any results document, including certificates

Penalties for cheating

In all cases of cheating, the QN must be informed by the Programme Manager first so that the correct disciplinary procedure can be agreed. The QN shall also take responsibility for retaining records relating to all cases.

Possible Action: These include refusal to accept work for marking; placing the student on a disciplinary contract; and/or temporary or permanent exclusion from the course.

In all cases of Learner Malpractice, parents/carers will be notified by the centre by the Programme Manager.

Learner Appeals

When a student has been involved in an act of gross misconduct, the school must give the individual the opportunity to respond in writing to the allegations made. The Unit Assessor must also inform individuals of the centre's appeals procedure (see appeals policy and procedure)

5.3 Examples of malpractice by staff at the centre

The following are examples of malpractice by staff. The list is not exhaustive and other instances of malpractice may be considered by Edexcel at its discretion:

- 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

- failing to keep learner computer files secure
- 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
- failing to keep assessment/examination/test papers secure prior to the assessment/examination/test
- obtaining unauthorised access to assessment/examination/test material prior to an assessment/examination/test.

Possible Action:

Where malpractice has been reported by awarding body, teacher, parent or learner the Programme Manager should carry out an internal investigation and prepare a report for the QN. If following investigation and after talking to the member of staff, it is deemed that there is a case to answer, the QN shall carry out a further investigation. If there is still a case to answer, the QN will notify and prepare a report for the Headteacher and appropriate action will be taken (in accordance with the school's staff disciplinary procedure and policy – which can be accessed via the Staff Handbook located on the school's shared area).

If there is a malpractice concern about the Programme Manager, the QN will carry out an internal investigation and report to the Headteacher if there is a case to answer.

At each stage of investigations, written evidence must be collected. These will all be kept centrally by the QN.

Reviewed date: July 2017

Next Review date: July 2018

Reviewed by: S. Ledger

Appendix 1

Equality Impact Assessment

Title of Policy, Decision, Practice or Programme: Examination

Department: Senior Leadership Team

Responsible Officer: Mark Hagan

Date Completed: July 2017

Date Review Required: July 2018

1. **Aims:** Please identify the main aims of the policy, decision or function?

To highlight the entitlement to be entered for public examinations

2. **Impact upon different sections of the School / Community / Staff Groups:**
It is essential that policies, decisions, practices and programmes advance equality of opportunity and foster good relations within the community, and do not leave the School vulnerable to discrimination claims.

Equality Strand	Issue	How will this be taken into account?
General Issues	No issues	
Age	No issues	
Disability – Including Carers	No issues	
Sex (Gender)	No issues	
Transgender	No issues	
Race (Ethnicity)	No issues	
Pregnancy and maternity	No issues	
Religion or Belief	No issues	

Equality Strand	Issue	How will this be taken into account?
Sexual Orientation	No issues	
Community Cohesion	No issues	

3. Indirect discrimination

Are there any rules or requirements in the policy / decision that:

- a Can be met by a considerably smaller proportion of people from a particular section of the community?
- b Is to the disadvantage of that group?
- c Cannot be justified by the aims and importance of the policy?

If all three conditions apply then there may be evidence of indirect discrimination.

No

4. Publishing the results of the assessment:

Decisions This Equality Impact Assessment Report must be used to inform the Decision. Attach the Equality Impact Assessment Report as an appendix in the Decision documentation.

Policy This Equality Impact Assessment Report must be used to inform Policy development. Attach the Equality Impact Assessment Report as an appendix in the published Policy.

Practices and Programmes The Equality Impact Assessment Report must be used to inform Practice and Programme development. Attach the Equality Impact Assessment Report as an appendix in the Practice or Programme documentation.

Appendix 2		Controlled assessment Risk management	
Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	YL LT SLs HMs
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	YL LT SLs HMs
Pupils struggling to manage demands on time & potential pressures	Plan assessments so they are spaced over the duration of the course; potential issues identified early	Early distribution of year schedule to pupils and parents	YL LT SLs HMs
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	YL MH SLs
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Careful planning ahead and booking of rooms / centre facilities	YL MH SLs
Facilities breach rules by having displays with relevant subject information	Careful planning & checking of facilities in advance	Covering or removing inappropriate displays/materials	YL SLs

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	YL IT Technicians
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	YL IT Technicians SLs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	YL
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Book facilities and staff, notify students	YL SLs
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	YL MH SLs

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	SLs YL
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	SLs
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		SLs YL
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.	Contact Office Manager asap	YL BB

* Not all controlled assessment whether for the Diploma or GCSEs will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	SLs YL LT
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	SLs YL LT
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	YL SLs LT
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	SLs YL LT
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	YL SLs DW

** 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	<i>Action</i>	
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 action.	SLs HMs YL
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	SLs LT YL
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	SLs
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	SLs YL

Example risks and issues	Possible remedial action		Staff
	Forward planning	<i>Action</i>	
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	SLs YL
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.	SLs YL

Appendix 3

St Augustine of Canterbury Exam contingency plan 2016/17

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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 St Augustine of Canterbury High School. 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* where it 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:

- AHT Steven Ledger to take over role with support from LT/admin.
- AHT Steven Ledger to take over role with support from LT/admin/ Head of Years, I.T. Manager, Senior Invigilator to liaise over pre-exam administration.
- AHT Steven Ledger to liaise with HODs regarding exam time issues and results.

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

Centre actions:

- AHT to liaise with Deputy Head Teacher – MC and HMs over SENCO absence.

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:

- Line Manager and Exams Officer to liaise with remaining teaching staff.

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:

- Recruitment and training is done well in advance.
- Exams Officer and Senior Invigilators to cover absences or shortages, although St Augustine of Canterbury's policy is not to work to the minimum ratio requirements.

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:

- In an emergency the Sports Hall could be utilised for examination purposes or rooms in the Maths Department.

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 Officer and IT Manager to liaise with Examination Boards as to appropriate action.

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 Teacher, Governors, SMT to take the necessary action.

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:

- Exams Officer to liaise with Head of Centre and to inform awarding bodies. Head Teacher and Exams Officer to explore alternative local venues.
-

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:
- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

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:
- Scripts remain securely stored in exams office or Exams Officer transports them to the Post Office by collection by Parcelforce.

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 Officer to contact awarding bodies for advice.

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 Office to contact awarding bodies for advice..

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