



Exam Policy

Approved by: Teaching Learning

Date: 9-3-17

Signed: *Sonland*

Review Date: 1st November 2017

STONE HILL SCHOOL

Examinations policy and procedures

As an approved examinations centre we have agreed to abide by the following regulations laid down by JCQ.

September 1st 2016-August 31st 2017

- keep **live controlled assessments and candidates' coursework secure and confidential at all times whilst in our possession**. It is not acceptable for teaching staff to share live controlled assessments or coursework with candidates. Live controlled assessments or coursework is defined as any controlled assessment or coursework on a topic which has been set either by an awarding body or the centre for a current or future examination series. The work may have been completed in a previous year or is in preparation for the present or future series;
- store safely and securely controlled assessments, coursework or portfolios retained in, or returned to, the centre up to and including the deadline for the submission of enquiries about results and until any enquiry or malpractice investigation has been resolved;
- ensure that when GCSE, GCE and Principal Learning scripts that have been returned under access to scripts arrangements are no longer required, they are disposed of in a confidential manner, but no earlier than the dates specified by the awarding bodies.

Communication

appoint an examinations officer/quality assurance coordinator to act on behalf of the centre in matters relating to the administration of examinations and assessments. This must not be the Head of Centre;

- ensure that the examinations officer receives appropriate training in order to facilitate the effective delivery of examinations and assessments within the centre;
- provide contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed. A senior member of staff or a member of the exams office **must** be prepared to be available until 5.00 pm where afternoon examinations are taking place to ensure the prompt despatch of scripts and in the event of a centre inspection;

- **respond accurately and promptly** to the National Centre Number Register annual update, confirming their details or informing the awarding bodies of any changes to their contact details through the National Centre Number Register (as administered by OCR on behalf of the JCQ awarding bodies – AQA, CCEA, Edexcel, OCR and WJEC);

- have in place a policy on DBS clearance which satisfies current legislative requirements;

- make arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the JCQ publication Instructions for conducting examinations 1 September 2016 to 31 August 2017;

- co-operate with the JCQ Centre Inspection Service, and/or awarding body staff and/or regulatory authority when subject to inspection;

- ensure that all venues used for examinations and assessments, records, and secure storage facilities are open to inspection. (JCQ centre inspectors will present themselves to the centre and will identify themselves with an appropriate letter of authorisation/card.) The centre **must** ensure that the exams officer or a senior member of staff is available to accompany the inspector during his/her tour of the premises;

- make arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of advice and instructions relevant to the examinations and assessments. Exam papers must be checked by 2 members of staff before opening and distributing to candidates;

- submit in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments, returning all subject - specific forms by the required date;
- allow candidates access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies;
- create examination/assessment conditions, including on-screen and computer-based assessments, which ensure that the work submitted is that of the candidate alone using only the items/materials specified;
- ensure that candidates have had adequate recent laboratory experience, or relevant training where required by the subject concerned;
- ensure that local health and safety rules are in place and that the centre is adequately covered for public liability claims.

Access arrangements

The School agrees to

- submit any applications for access arrangements or reasonable adjustments, ensuring that appropriate documentary evidence is held on file to substantiate such an arrangement and is open to inspection. For GCSE and GCE qualifications, a JCQ centre inspector will sample a centre's applications;
- ensure that for GCSE and GCE qualifications, a file is presented which **must** contain for each application the downloaded approval for the respective access arrangement(s), supporting evidence of need (where required) and a signed data protection notice. **This information must be available for inspection at the venue where the candidate is taking the examination;**
- submit requests for modified papers by the due date;
- recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This should include a duty to explore and provide access to suitable courses and make reasonable adjustments to the service the centre provides to disabled candidates.
- the school agrees to provide separate invigilation for any candidate that has a proven established difficulty.

The arrangements **must** be carried out in accordance with the following JCQ publication:

Access Arrangements, Reasonable Adjustments and Special Consideration, 1 September 2016 to 31 August 2017.

Candidates

- register or enter candidates for an examination or assessment in accordance with the awarding bodies' published procedures for that qualification;
- maintain a unique candidate identifier (UCI) for each candidate entered for an examination or assessment and to ensure that the same UCI is used consistently for the candidate over time to enable aggregation of units and qualifications;

- make arrangements to notify candidates of their examination entries and the dates and times of their examinations/assessments; • ensure that, in relation to examinations, the JCQ Mobile Phone poster is displayed in a prominent place for all candidates to see both inside and outside the examination room. The JCQ Warning to Candidates poster must be displayed in a prominent place for all candidates to see outside the examination room.

- ensure that the JCQ Information for candidates (controlled assessments, coursework, on-screen tests and written examinations) are **distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place**. Candidates should also be made aware of the content of the JCQ Mobile Phone (including iwatches, ipods, MP3/4 players) and Warning to Candidates posters;

- ensure that all candidate data where required by the awarding body has been supplied to the awarding bodies within the terms of the Data Protection Act 1998 and the Freedom of Information Act 2000, and that candidates have been properly informed that this data has been transferred to the awarding bodies

Controlled Assessments, Coursework and Portfolios of Evidence **All staff involved in delivering controlled assessments must read and abide by the rules and regulations laid down.**

- ensure that arrangements are in place to coordinate and standardise all marking of centre-assessed components and to ensure that candidates' centre-assessed work is produced, authenticated and marked or assessed and quality assured in accordance with the awarding bodies' instructions;

- ensure that for internally assessed Principal Learning units, clear roles and responsibilities have been established across the consortium for managing internal assessment, for example appointing a lead assessor;

- ensure that for internally assessed Principal Learning units, that the consortium has named and appropriately trained domain assessors as required by Component Awarding Bodies (CABs) for each line of learning offered;

- notify awarding bodies of a consortium of centres with joint teaching arrangements for GCSE and/or GCE qualifications, so that the candidates for

each specification can be treated as a single group for the moderation of centre-assessed work. This is required only if two or more member centres will be entering candidates for work that is centre assessed;

- submit centre-assessed marks and to despatch moderation samples, if required by the awarding body, by the published date;
- have in place an internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates;
- have in place a policy with regard to the management of controlled assessments;
- use only current assessment materials/tasks to assess candidates' knowledge and skills (in cases where the awarding body provides such material);
- store safely and securely all controlled assessments, coursework or portfolios until the deadline for an enquiry about results has passed or until any enquiry (results, appeal or malpractice enquiry) has been completed, whichever is later. This includes materials stored electronically.

Registrations and Entries

The centre agrees to:

- observe the awarding bodies' terms and conditions for the entry and withdrawal of candidates for their examinations and assessments;

(Awarding bodies will not withdraw unit results or subject awards after the publication of examination results.)

- submit registrations, examination entries and certification claims by the deadline(s);

(With regard to entries for new GCSE specifications, centres must ensure that a minimum of 40% of the total marks are taken in the final exam series when cash-in/certification is applied for.)

All staff involved in examination cycle / procedure are made aware of this document.

We have fully trained invigilators and any other adults asked to invigilate will be trained up in house.

During the examination/assessment

- provide suitable accommodation and facilities for all examinations and assessments, including centre-assessed work;
- provide fully trained invigilators for examinations, including on-screen and computer based assessments;
- provide fully qualified teachers to mark, and/or fully qualified assessors for the verification of centre-assessed components;
- have in place procedures to verify the identity of **all** candidates at the time of the examination or assessment and ensure that candidates write their name on the front of the exam paper as it appears on the register of attendance;
 - Exams Officer will check accuracy of certification claims as they are registered and check the accuracy of the certificates when they are delivered, before distributing to pupils.
- conduct all examinations/assessments governed by these regulations in accordance with the following JCQ publications: Instructions for conducting controlled assessments; Instructions for conducting coursework; and Instructions for conducting examinations, 1 September 2016 to 31 August 2017. Any breach of such rules will be regarded as a breach of these regulations;

Fire Alarm Procedure – see appendix 1

Malpractice

- Report, as soon as it is discovered, by completing the appropriate documentation, any established, suspected or alleged case of malpractice. A report must be made to an awarding body whether involving a candidate (during external examinations or following the authentication of controlled assessment, coursework or verification of other assessed qualifications) or malpractice or maladministration by a member of staff;
- investigate any instances of suspected malpractice in accordance with the JCQ publication Suspected Malpractice in Examinations and Assessments:

Policies and Procedures, 1 September 2015 to 31 August 2016 and provide such information and advice as the awarding body may reasonably require.

Post-examination Centre Management

- keep scripts secure from the time they are collected from candidates until they are despatched to the examiners or the awarding bodies;
- despatch scripts without delay on the day of the examination. If scripts have to be retained overnight they **must** be kept under secure conditions and despatched the next day;
- respect the confidentiality of scripts by not allowing them to be read or photocopied by any person prior to marking, without the permission of the awarding body; • follow the instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place;
- prior to the official dates and times for the release of results to candidates, keep results files and their contents **entirely confidential** to the head of centre, examinations office staff and those teaching staff who, in the opinion of the head of centre, need to be aware of the information;
- distribute provisional statements of results to **all** candidates,
Access to Scripts, Enquiries about Results and Appeals, and Late Subject Awards

- have in place procedures for access to scripts, enquiries about results and appeals to the awarding bodies and to ensure that details of these procedures are made widely available and accessible to all candidates. Candidates must be made aware of the arrangements for post-results services **before** they sit any examinations;
- ensure that all internal candidates are made aware that all post-results service requests must be made through the centre;
- ensure that candidates have provided their confirmed written consent for re-marking and access to scripts services offered by the awarding bodies;
- submit electronically requests for enquiries about results and access to scripts **by the deadline(s)** in accordance with the JCQ publication Post-Results Services;
- submit requests for appeals in accordance with the JCQ guide to the awarding bodies' appeals processes;

- ensure outcomes of enquiries about results and appeals are made known to candidates;

Appeals procedure

Stone Hill will follow the procedure laid down by the JCQ and make all students aware of their rights to appeal and to consult with their subject teacher or exam officer if they wish to appeal.

Exchange of Data

The obligations of centres and the awarding bodies with regard to the transfer and holding of personal data during the examination process may be found in the Data Protection Act 1998 and the Freedom of Information Act 2000.

Also see the following policies

Internal Verification Policy

Internal Moderation Policy

These policies must be read in conjunction with the Exam Policy. The exam board's require the Internal Verification Policy to be a separate policy.

Appendix 1

Fire Alarm Procedure during examinations

- Ensure a printed copy of a candidate's PEEP is present where applicable.
- If the fire alarm sounds the lead invigilator must ask the students to stop writing and put down their pens.
- Make a note of the time and how long it lasted
- Follow Stone Hill school evacuation procedure and evacuate the building, pupils to line up on the MUGA in their examination group with the lead invigilator and supervising adults. The examination officer will be aware of the situation and will relay any necessary information to you.
- Make sure all question papers and scripts are left in the examination room.
- 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. **They must wait in absolute silence. Other adults will be sent to support and supervise.**
- When it is safe to re-enter the examination room the candidates must still be closely supervised. Allow the students a few minutes to compose themselves and restart the exam – allow the candidates the full working time set for the examination.
- Make a full report on the incident report form.



INCIDENT REPORT FORM

RECORD OF INFORMATION RELATING TO SCHOOL EVACUATION DURING EXAMINATIONS

Date

Time of Examination

Subject/Level

Examination Board

Lead Invigilator

Examinations Officer

Brief description of events, including timings:-

Stone Hill School

Fire Emergency Procedures

All members of staff must be aware of the emergency procedures in the event of a fire. They should know:

- a) Where the alarms are situated
- b) What the alarm sounds like
- c) Where the escape routes are
- d) Where the assembly point is (the MUGA nearest to school)

Action in the event of a fire;

Fire spreads quickly and speedily, planned response is essential from all staff.

On discovering a fire

Activate the nearest break glass alarm.

On hearing the alarm

The safety of staff and pupils is of primary importance; on hearing the alarm staff should execute an orderly evacuation of the building using the nearest safe exit. The fire alarm is linked to Redcare and the fire brigade will be notified automatically.

All staff and pupils to make their way to the assembly point in an orderly manner. Do NOT stop to collect any personal belongings

Staff in Food Technology Room and the Science Room should hit the gas cut off buttons.

Internal doors should be closed to prevent the spread of smoke and flame.

A member of staff from lower school to take padlock key from hook and ensure side gate opened if necessary.

All pupils to line up in the MUGA according to their Form Group.

The Admin Officer/Receptionist will ensure that the pupil registers, staff signing in sheet and visitors book are taken to the assembly point where they will carry out a roll call of staff and visitors. Any person not accounted for will be advised to the Headteacher. The School Business manager will pick up the fire log book and school emergency grab folder.

The class teacher to take the register and inform the SBM/Admin officer of the names of any pupils who have been previously registered but are now absent from the field. This will then be checked against the signing-out book to account for any missing pupils.

The Headteacher is to be advised of any pupils still unaccounted for who will then in the case of real fire, pass the information to the emergency services.

All teaching staff at the assembly point are to ensure that the pupils stand in orderly lines.

DO NOT RE-ENTER ANY BUILDING UNTIL ADVISED TO DO SO

When the Headteacher gives the signal, the form teachers are to supervise the return of the pupils to lessons in an orderly manner.

STONE HILL SCHOOLS INTERNAL APPEALS PROCEDURE

Rationale

Stone Hill School is required to have in place a formal, codified procedure for handling disputes when a candidate or carer disagrees with an assessment decision (coursework and/or controlled assessment) by the centre or when the centre does not support an enquiry into a result.

Purpose

To establish the process by which appeals can be made and processed.

Policy on assessments for qualification with Awarding Bodies

In accordance with the Code of Practice for the conduct of external qualifications produced by the JCQ Stone Hill School is committed to ensuring that:

Staff have the appropriate knowledge, understanding and skills to conduct internal assessments.

Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant Specifications for each subject.

The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.

Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

After following the outcome of an 'Enquiry About Results' procedure, the Head of Centre may make an appeal by using the relevant Awarding Body's external appeals procedure.

Written Appeals Procedure

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise pupils and parents of these procedures.

The Awarding Body may make appeals to the school regarding the procedures used in internal assessment for coursework and/or controlled assessment, but not the actual marks or grades submitted by the school for moderation.

A pupil or parent wishing to appeal against the procedure used in internal or external assessments should contact the Head of Centre, Mr Leone, as soon as possible to discuss the appeal, and the school must receive a request to appeal in writing.

Following an external Results Enquiry, any appeals must be submitted in writing by the Head of Centre within 14 days of the outcome letter.

On receipt of a written appeal, the Examinations Officer and the relevant subject leader will conduct an enquiry into the internal assessment. This enquiry will consider whether the procedures used in the assessment conformed to the published requirements of the Awarding Body.

The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidates.

Any overall decisions regarding appeals will only be submitted with the approval of the Head of Centre. Any correspondence with the awarding body must be submitted by the Head of Centre. Awarding Bodies will not correspond directly or deal with requests from parents or students.



Internal Moderation Policy

Approved by Teaching and Learning Committee

Date: 9.3.17

Signed: [Signature]

Review: March 2018

POLICY FOR INTERNAL MODERATION

March 2017

1. Context

Stone Hill School is a MLD special school.

Students are aged from 5 – 16 with a wide range of special educational needs. All students are statemented/have an EHCP and many have medical conditions.

Most students are transported to the school.

2. Introduction

The main purpose of the Internal Moderation policy is to outline tools and resources available for these specific purposes and to enable moderation of standards across the school.

Stone Hill School aims to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate route.

This policy is based on the concepts of equality, diversity, clarity, consistency and openness.

All students' work will be continually moderated in all areas of the curriculum. Whole school moderation takes place in English, Mathematics, Science and Personal Development. Moderation with other Special Schools in the Doncaster area also take place. The moderation processes are implemented in a way which is fair and non-discriminatory.

3. Mission Statement/Aims

Stone Hill School is a MLD special school which will safeguard children and provide a secure and positive environment where both students and staff are given the opportunities to achieve their true potential.

At Stone Hill School we aim to provide the following:

- An inclusive and stimulating curriculum
- Close liaison with parents/carers and other service providers
- A safe and secure learning environment
- Opportunities for success at every level
- Links with other local schools

4. Summary of Resources for Assessment

Key Stage 4:

- GCSE Science
- GCSE Maths
- OCR ICT
- AQA Functional Skills – English, Maths, ICT
- AQA Entry Level Certificate – English, Science, ICT, MFL
- ASDAN Silver/Bronze
- ASDAN Transition Challenge
- AQA Step Up to English (Entry Level)
- EdExcel BTEC – Home Cooking Skills (Level 1)

5. Recording and Reporting of Internal Moderation

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.

All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

Internal moderation will be carried out fairly and according to the awarding body instructions and standards.

Externally marked tests and exams will be according to the requirements of the awarding body.

Moderation is automatically included into planning for curriculum subjects and is part of a cyclical process of planning, assessing and reviewing.

Students progress across the school is reported at the end of each Key Stage to Governors.

6. Internal Moderation Process

Autumn Term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Register candidates (CANa)
- Co-ordinator to have meeting linking Internal Moderator and assessors
- Initial Internal Moderation with feedback
- Meeting to discuss any issues

Spring Term

- Internal Moderation to be conducted
- Feedback given
- Meeting to discuss any issues

Summer Term

- Co-ordinator to establish candidates and units to be put forward for external moderation
- Internal Moderation to be conducted
- Arrangements to be made for External moderation
- External Moderation
- Meeting to discuss feedback from External Moderation and address any issues

7. Dissemination and Review

The policy will be disseminated widely both to staff and governors through appropriate meetings.

Students are made aware of the existence of this policy and have open access to it. A paper copy can be printed off on request, from the General Staff Folder - SHS Policies file.

This policy is reviewed annually and may be revised in response to feedback from students, tutors and external organisations.



Internal Verification

Approved by Teaching and Learning Committee

Signed:..........

Date: 9th March 2017

Review Date: March 2018

Introduction

The internal verification process establishes and maintains the quality of assessment for internally assessed, externally accredited learning programmes. The process provides the link between internal assessment and external verification systems and plays a key role in the Quality Improvement process. Internal verification ensures that learners receive fair and equal access to assessment, which is free from discrimination and is made by well-informed and well-supported assessors. It also ensures that the standard of assessment remains consistent across time and candidates with respect to individual assessors, and that there is consistency and standardisation between assessors. This form of standardisation is vital in the maintenance of a national standard of assessment.

Role and responsibilities of internal verifier

The internal must:

- understand the process of assessment and verification within the context of quality improvement
- have a relevant occupational background which can be related to the vocational area to be verified
- for NVQ qualifications, have gained the Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice
- ensure health, safety and environmental protection procedures are applied within assessment arrangements
- apply and monitor equal opportunities and access procedures throughout all assessment procedures have a clear understanding of the standards to which the candidate is being assessed and ensure that any queries relating to the interpretation of the standards are brought to the attention of the external verifier
- work with others to ensure the standardisation of assessment practice and outcomes
- follow agreed procedures for the recording, storing, reporting and confidentiality of information

Responsibilities

The internal verifier has responsibility for the following:

- carrying out and evaluating internal assessment and quality improvement systems
- supporting assessors
- monitoring the quality of assessors' performance
- meeting external quality improvement requirements