



Examinations Procedure

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Purpose

To provide a common framework to ensure that all students achieve qualifications commensurate with their ability.

General Principles

Students have an entitlement to be entered for examination at an appropriate level for all certified courses that they study at Beaumont or our consortium partners provided that the student has the potential of achieving a grade.

Decisions Relating to Tiers of Entry

Where Tiers of Entry are applicable, the head of subject is responsible for deciding the tier of entry for each student, taking into account the student’s current performance (especially in rehearsal examinations), previous performance, and any other factors affecting the student’s chances such as health and personal targets. Students and parents should be informed of this decision in good time, often through a parents’ evening but at the latest one week before the provisional entry is made. Parents and students have the responsibility for checking and confirming the examination entries.

The head of subject must ensure that the chances of a student “falling through the system,” resulting in no grade being awarded, are negligible. In certain cases, this will be a difficult judgement; a student might have a better chance of obtaining a certain grade or level by being entered at the lower tier, sacrificing some flexibility about future progress in the subject.

In cases where there is a disagreement between school and parents or student over the decision, the head of subject will consult the head of year before attempting to reach

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agreement with the parents through informal discussions. If this is unsuccessful, or if there are several subjects in dispute, then the matter will be referred to the headteacher and dealt with under the school's general complaints procedures.

Decisions relating to non-entry for a particular subject

A decision not to enter a student for a public examination at any level will be taken only when it would be a complete misuse of public funds to do so. The most common reason for this would be a student defaulting on an element of coursework so that it is already **certain that a grade could not be awarded** under the rules of the examination.

Coursework/Controlled Assessment

Whilst it is the pupil's responsibility to produce coursework within the given deadline it will be the Head of Subject's responsibility to ensure that all students submit some aspect of the coursework. No student should be allowed to avoid submission of coursework unless it is due to exceptional circumstances (e.g. long-term illness, placement at college).

The expectation is that the department has set clearly structured tasks and interim deadlines and given the guidance and support that is essential for all students to achieve their best.

In all cases of anticipated coursework non-submission, parents must be informed, and their support sought, at an early stage.

The head of subject should consult the designated deputy headteacher or assistant headteacher and the head of year before sending written notification of the possibility of withdrawal to the parents. The head of subject will also inform the deputy head (curriculum) by copying the letter. Disagreements between the school and student or parents will be dealt with as described above.

The responsibility of staff for controlled assessment at GCSE is set out in Appendix 1. Procedures for the conduct of reviews of the assessment of coursework/controlled assessment are set out in Appendix 2. Procedures for the conduct of appeals against the outcome of reviews are set out in Appendix 3.

Plagiarism

If a student is suspected of plagiarism the head of subject must consult the designated deputy headteacher or assistant headteacher immediately. If the offence has been discovered before the coursework has been submitted to the examinations board the student should expect to forfeit the marks for that element of the examination. The student will not be allowed to resubmit. If a student has copied work from another student the action will apply equally to the student whose work was copied if they knew of or acquiesced in the copying.

In all cases the headteacher will make the final decision.

In cases where the coursework has already been submitted to the Examination Awarding Body, it will be for the Board to decide the penalty.

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Decisions relating to withdrawal of an entry for a particular subject

The decision to withdraw a student from an examination will only be taken in consultation with the designated deputy headteacher or assistant headteacher.

The parent would have had prior written warning and the head of year would have been made aware. In such cases, the school will seek reimbursement of the examination entry fees from the family concerned.

GCSE Retakes

All GCSE qualifications are now assessed terminally, with students taking all of their assessment units at the end of the course. Students must re-enter 100% of the assessment in the final examination series when certification is claimed. Previous results for any controlled assessment units may be re-used (carried forward).

November Examination Re-sits

November GCSE re-sits are only available in English Language and Maths. Controlled assessment grades may be carried forward. First-time entries are not permitted.

AS/A2 Retakes

Retakes in AS/A2 subjects are limited to a maximum of four re-sit modules in any one examination period. A "Re-Sit Request Form" must be completed by the student for each subject module they wish to retake. A scale of charges, linked to specific deadlines, will apply.

Record of Examinations

The school is obliged by law to record and publish the results of any examinations taken by the student including those taken outside school. The school must therefore decline any requests for such results to be omitted from the school's prospectus and annual report. The school will, however, indicate which results have been obtained through courses taught elsewhere. (This situation might arise for a subject taken at an evening class, for example). Parents should inform the school in writing where such examinations are to be taken.

Additional Entries

The school will view sympathetically requests for examination entry into subjects not taught by the school but for which there is a likelihood of success without tuition. This most often arises in foreign languages where a parent might seek an entry in a language spoken either at home or in a student's previous school in a different country. The school will attempt to provide facilities for the oral and aural components of such examinations wherever resources permit.

Note: the general principles relating to the costs of such courses and their examinations are covered in a separate policy statement – "Payment of Course Fees to other institutions".

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In all cases the headteacher reserves the right to make final decisions relating to all aspects of external examinations including submissions for enquires about results.

The policy for internal appeals in relation to internal assessment decisions about public examination results is set out in appendix 3.

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Policy for students missing one or more components of an examination

- 1) If the component is missed due to illness, injury or trauma then the entry will stand and the school will apply the normal procedures requesting special consideration. Parents will be expected to provide medical documentation in support of the request for an aegrotat award.
- 2) If several components are missed due to illness, injury or trauma such that the examination board cannot give an 'aegrotat' award, then the school will respect the wishes of the parents and the student, who can choose whether to have the entry withdrawn or receive a lower grade. The school would provide a revised estimated grade to help the family reach a decision.
- 3) If a student misses an examination component due to accidental reasons (e.g. confusion over the timetable) then normally the entry will stand and the student will receive a lower grade, unless both parent and student ask for withdrawal. If an entry is withdrawn under these circumstances, the school will seek reimbursement of the examination fees from the parents.
- 4) If a student misses an examination component deliberately then the school reserves the right to withdraw the entry. The school will allow the entry to stand only if it receives assurances that the student will complete the other components. If an entry is withdrawn under these circumstances, the school will seek reimbursement of the examination fees from the parents.

This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.

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Appendix 1

Controlled Assessments

Outlining Staff Responsibilities – GCSE

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Risk Management: 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.
- Ensure that any reviews of centre-assessed marks are carried out in accordance with the procedures in Appendix 2.
- Ensure that any appeals against the outcome of reviews or other internal decisions are addressed in accordance with the procedures in Appendix 3.

Heads of Subject

- Decide on the awarding body and specification for a particular GCSE in conjunction with the link manager.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers delivering and assessing controlled assessment have appropriate knowledge, understanding and skill and have been trained in this activity.
- 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.

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- 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.
- 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

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).
- 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.

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- Distribute mark-sheets for teaching staff to use, and collect and send mark-sheets to awarding bodies before deadlines.

Special Educational Needs Coordinator (SENCO)

- Ensure access arrangements have been applied for.
- Work with support staff to ensure authorised access arrangements are provided.

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APPENDIX 2

Procedure for reviews of marking – centre-assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Beaumont School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Beaumont School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Beaumont School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Beaumont School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Beaumont School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Beaumont School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing on the official form provided, stating the grounds for the request, by the stated deadline and within ten school days of receipt of the marks awarded.
6. Beaumont School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Beaumont School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Beaumont School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.

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10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Beaumont School and is not covered by this procedure.

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APPENDIX 3

Policy for internal appeals in relation to internal assessment decisions about public examination results & Enquiries about Results (EARs) Appeals procedure

This part of the examinations procedure relates to the formal appeals mechanism that is adopted when a student or parent challenges any internal assessment decision and for handling disputes when a student or parent disagrees with the decision by the school not to support an enquiry. It is a requirement of the Joint Council for Qualifications (JCQ). Before making an appeal about the outcome of a centre-assessed unit, candidates must have requested a review of the marking (see Appendix 2).

- The headteacher or a nominated senior member of staff will manage appeals. This person will also be responsible for disseminating information to candidates and their parent(s) about the appeals procedures and for informing the headteacher about the existence and outcome of all appeals.
- Any appeal must be made in writing (not by email) stating the detail of the complaint and the reasons for the appeal. This must be received by the school within ten school days of the student being made aware of the outcome of the review of the marking.
- A copy of the appeal will be given to the teacher(s) responsible for the original assessment and/or review, and a written response will be requested (the "Initial Appeal Response"). The Initial Appeal Response must be received within five school days and a copy will be provided to the candidate or parent who made the appeal.

The expectation is that the overwhelming majority of appeals will be satisfied by the Initial Appeal Response. If however the student or parent is still not satisfied with the outcome, they will have an opportunity to have a personal hearing within the following structure:-

- A panel comprising of the headteacher, a governor (with no prior involvement in the matter) and the senior member of staff nominated to manage appeals will hear and decide the appeal (the panel). If the headteacher is the senior member of staff responsible for managing appeals, then the panel shall include an additional senior member of staff (with no prior involvement in the matter), in addition to the headteacher and the governor.
- The student or parents must notify the school in writing (not by email) of the reasons that they are not satisfied by the Initial Appeal Response and request a hearing before a panel. This must be received by the school within ten school days of the date of receipt of the Initial Appeal Response by the student or parent who made the appeal.
- The school will organise the hearing before the panel and the student and parents will be given at least five school days notice of the date of the hearing. Copies of relevant documents (e.g. the marking criteria) will be provided to the student and parents in advance of the hearing.
- The conduct of the hearing will be determined by the panel whose decisions on matters of process shall be final. The panel will also determine who may attend the hearing. The student and their parents may all attend the hearing. Either the parents or the student may present the reasons for the appeal, if the student

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attends the hearing without either parent then they will be allowed to be accompanied by a friend.

- A written record of the hearing will be kept by the school. This record will include the outcome of the appeal and reasons for that outcome. The decision of the panel will be final and there will be no further right of appeal or other recourse whether pursuant to this procedure or the school's complaints policy.
- The student and/or parent will receive a copy of the decision made by the panel within ten school days of the hearing.
- If there is any change to an internally assessed mark as a result of the appeal, the school will inform the Awarding Body.

NB Students are not given grades for coursework/controlled assessment by the centre, only raw marks. When the awarding body sends the breakdown of results the students may request to see them. At this stage the internal appeals procedure could begin. If an appeal is requested immediately after internal assessment of coursework only the raw mark, not the grade, would be known.

APPEALS AGAINST THE CENTRE'S DECISION NOT TO SUPPORT AN ENQUIRY ABOUT RESULTS (EARs) APPLICATION

A candidate may appeal against Beaumont School's decision not to support an Enquiry about Results (EAR).

- Appeals should be made in writing (not by email) to the Examinations Manager at least five school days before the published deadline.
- The appeal should outline, in detail, the reason(s) for the appeal.
- The appeal must be signed and dated.
- The appeal will be reviewed by a member of the Senior Leadership Team who was not involved in the original decision.
- The outcome of the appeal will be relayed to the candidate within two school days of receipt.
- The outcome of the appeal is final and there will be no further right of appeal or other recourse whether pursuant to this procedure or the school's complaints policy.

In this procedure references to 'school days' are references to week days during term time when the students are in attendance for lessons at the school and therefore exclude weekends, holidays and INSET days.