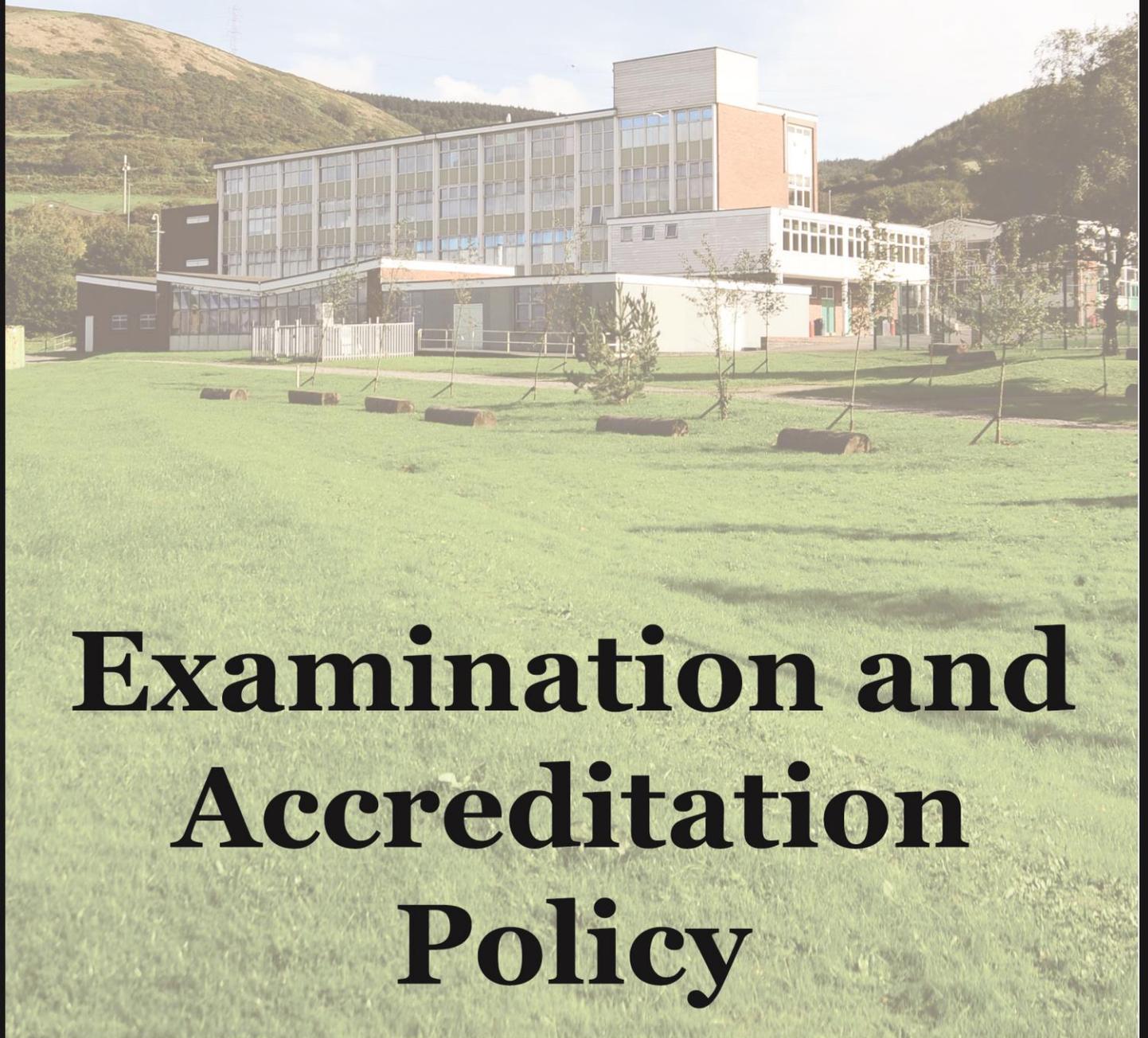


# Ysgol Dyffryn School



## Examination and Accreditation Policy

## Content

- Roles and Responsibilities
- Administration of Examinations
- Student Support
- Examination Management

This policy should also be read in conjunction with the JCQ publication ‘General Regulations for Approved Centres, 1 September 2015 to 31 August 2016’ which brings together the terms and conditions between the JCQ awarding bodies and schools, colleges and other educational institutions registered to enter candidates for general and vocational qualifications.

In addition, the JCQ publication ‘Instructions for conducting coursework, 1 September 2013 to 31 August 2014’, details the regulations and procedures for the completion of coursework components in general qualifications. Awarding bodies may issue supplementary instructions which are qualifications specific, to which you should refer.

Electronic assessments must take due note of BS 7988 which is the British Standard Code of Practice for the use of information technology in the delivery of assessments.

## Roles and Responsibilities

### Examination Responsibilities

- The Headteacher has overall responsibility for the school as an examination centre. In particular the Headteacher:
  - is responsible for the integrity of examinations and procedures;
  - advises on appeals and re-marks;
  - is responsible for reporting all suspicions or actual incidents of malpractice to the appropriate body;
  - ensures an Examinations Officer is appointed (Head of Centre MAY NOT appoint themselves as Examinations Officer)
  - .
- The Examinations Office Manager and Examinations Officer manage the administration of public and internal examinations and the analysis of examination results. In particular, the Examinations Office Manager and the Examinations Officer:
  - advise the senior leadership team, subject teachers, form tutors and other relevant support staff on annual examination timetables and application procedures as set by the various examination boards;
  - ensure that candidates and their parents are informed of and understand those aspect of the examination timetable that will affect them;

- prepare entries, examination rooms, invigilation, support, access arrangements and special considerations;
  - consult with teaching staff to ensure that necessary coursework / controlled assessments / non-exam assessments are completed on time and in accordance with JCQ guidelines;
  - receives, checks and stores securely all examination papers and completed scripts;
  - identifies and manages examination timetable clashes;
  - maintain systems and processes to support the timely entry of candidates for their examinations;
  - update and maintain the Examination Day Contingency Plan annually in case of emergency;
  - submit candidates' coursework marks; track, dispatch and store returned coursework, and any other material required by the appropriate awarding bodies, correctly and on schedule;
  - arrange for dissemination of examination results and certificates to candidates and forward, in consultation with the SLT, any appeals/re-mark requests;
  - make provision for the inspection of the school procedures of administration, examination and invigilation.
  - retain the inspection report and approval certificate in the secure examination storage unit;
  - place the special considerations and access arrangements available in the secure examination storage unit;
  - account for income and expenditures relating to all examination costs and charges;
  - enact the reports of the JCQ and examination boards concerning the examinations of the previous year;
  - organise the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of exams. Induction includes:
    - the disposition of staff;
    - training of staff;
    - explanation of Instructions for Conducting Examinations (ICE) booklet;
    - managing seating arrangements;
    - conducting examination sessions;
    - dealing with emergencies.
  - prepare and present reports to the senior leadership team, showing results achieved in relation to expected grades and comparable data for previous years, indicating where future improvements might be made.
- The Deputy Headteacher:
- organises learning and teaching;
  - leads guidance and careers information systems that relate to Learning Pathways and assessment processes;
  - leads the external validation of courses followed at key stage 4 and post-16;
  - leads the external verification of KS3 assessment;
  - leads the cross-phase moderation and standardisation of KS3 assessment.
- Head of Faculty:
- ensure coursework / controlled assessment / non-exam assessments and declaration sheets are prepared and stored sufficiently, are ready for JCQ inspection and are available for moderation;
- Class Teachers:

- provide guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries;
  - explain course content, assessment and certification at the beginning of the course;
  - notify students of access arrangements as soon as possible after the start of the course;
  - complete the final checking of entries and the level of each entry;
  - complete coursework mark sheets and declaration sheets;
  - complete entry and all other mark sheets and adherence to deadlines as set by the examinations officer;
  - are present at the start of each relevant examination in order to check the identity of students; the levels of entry; and the content of the examination;
  - submit candidates' names to heads of department;
  - are fully involved in post-results procedures.
- The ALNCO:
- administers access arrangements, including making applications and preparing / storing evidence for inspection purposes;
  - identifies and tests candidates' requirements for access arrangements;
  - provides additional support to help candidates achieve their course aims. In particular helping with: spelling, reading, mathematics, dyslexia, essential skills, hearing impairment, English for speakers of other languages and IT equipment.
- Lead invigilators:
- Keep up to date with knowledge of JCQ ICE rules and regulations;
  - collect examination papers and other material from the examinations office before the start of the exam;
  - collect all examination papers in the correct order at the end of the examination and return the papers to the examinations office;
  - ensure all secure documents are returned to the examinations office after the examination.
- Candidates:
- confirm and sign entries;
  - follow coursework regulations;
  - sign a declaration that authenticates the coursework as their own;
  - understand examination regulations.
- Administrative staff:
- support for the input of data;
  - posting of examination papers

## Administration of Examinations

### Exam Checklist

The following steps are to be completed:

- Personal timetables checked by each candidate;
- Warning and Notice to Candidates Documents issued;
- Inform candidates of the penalties of cheating in examinations, or other set tasks.
- Ensure the invigilator team;
- Induct the invigilators. This includes:
  - Instructions for Conducting Examinations (ICE) booklet;
  - Seating;
  - Conduct;
  - Emergencies;
- Access arrangements including invigilation;
- Make provision for immediate access to access arrangements and the supporting documentation;
- Enact the JCQ report on the examinations of the previous year;
- Provide sufficient clocks, electric cells and replacements;
- Provide a method to check the identity of candidates;
- Display seating plans;
- Ensure staffing contingency for all roles;
- Maintain contact with school and the awarding bodies during the holidays.

### The statutory tests and qualifications offered

The statutory tests and qualifications offered at Dyffryn are decided by the governors, Headteacher, deputy Headteacher, the teachers and the local 14-19 Network. All students are entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

The statutory tests and qualifications offered are Levels 3, 2 and 1. The subjects offered for these qualifications in any academic year may be found in the option book for that year. If there has been a change of syllabus from the previous year, the examinations office must be informed by the second Friday in September at the start of the Year 10 course.

### Examination seasons

Internal examinations are scheduled in December for Year 11 and in May for all of the other years. All internal examinations are held under external examination conditions. External examinations are undertaken in November, January and June. The examination series that are used in the centre are decided by the head of centre and the teachers.

### Timetables

The deputy Headteacher consults the school staff concerning the schedule of internal examinations. The timetable of external examinations is compiled from the information that is supplied by the examination boards. Once confirmed, the examinations officer will circulate the examination timetables for external exams.

### Entries

Candidates are selected for their examination entries by the subject teacher. Following consultations with the school, candidates or parents/carers, can request a subject entry change of level or withdrawal. Decisions on whether a candidate should not take one or more subjects will be taken in consultation with the candidates, subject teachers, head of year, assistant Headteacher and the deputy Headteacher. The centre does accept entries from external candidates. The school pays for examinations centrally. However, where a late entry or change of entry is made at the behest of the subject teacher, it is the department that pays the examination fee. Students are not charged for examination entries unless they are absent from an examination with no good cause.

The entries are led by the deputy Headteacher, who:

- oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved. The deputy headteacher communicates regularly with staff concerning imminent deadlines and events, thus avoiding clashes with holidays and missed deadlines;
- ensures that candidates and their parents are informed of and understand those aspects of the examination timetable, procedures and expectations that will affect them;
- provides and confirms detailed data on estimated entries;
- processes entries and deals with the administration of examinations with the examination board;
- identifies and manages examination timetable clashes;
- checks the examination name, level, code, cache codes and student names;
- distributes personal examination timetables checked by each candidate;
- issues JCQ warning notices to candidates with regard to examinations; coursework and examination board tasks;
- informs candidates of the consequences and penalties that ensue from cheating in examinations, coursework or other set tasks;

### Examination Materials

All examination materials are received, checked and stored securely in a facility that meets the JCQ requirements.

### Late entries

Entry deadlines are circulated to teachers via notice board, school calendar and memo. Late entries are authorised by the teachers and the examinations officer.

### Examination fees

The centre will pay all normal examination fees on behalf of candidates. Late entry or amendment fees are paid by departments. Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies. The fees charged are:

- First sitting – the school pays from the examination budget;
- Second sitting at the request of the department – the school pays;
- Second sitting at the request of the student or a parent – the parent pays;
- Third sitting at the request of the department – the relevant department pays;
- Third sitting at the request of the student or a parent – the parent pays.

No handling charge is levied. The cost is that as charged by the body that delivers the qualification. Clerical expenses are covered by the school.

### Dispatch of Completed Examination Answers

Following the examination or Assessment all materials are returned to the examination office. Scripts or coursework are securely packed and dispatched according to the stipulations of the relevant examination board.

## Student Support and Disability Policy

### The Equality Act

The Equality Act 2010 covers access to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. Further details are available in the ICE booklet and the JCQ booklet 'Access Arrangements, Reasonable Adjustments and Special Considerations'.

### Special needs

A candidate's special needs requirements are determined by the ALNCO who works with suitable professionals when there is need. The ALNCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The ALNCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

- support candidates with access arrangements:
  - oral language modifier;
  - practical assistant; prompter;
  - read aloud;
  - reader/computer reader;
  - scribe/voice input systems;
  - separate invigilation;
  - sign language interpreter;
  - word processor.
- identifying candidates and making provision for the appropriate staff to be present.

### Access arrangements

Making special arrangements for candidates to take examinations is the responsibility of the ALNCO and the examinations officer. A list of special arrangements is distributed to teachers and invigilators. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the ALNCO. Rooming for access arrangement candidates will be arranged by the ALNCO with the examinations officer. Invigilation and support for access arrangement candidates will be organised by the ALNCO with the examinations officer. Lists of students and arrangements are kept in a secure facility in Dyffryn.

### Statement on Student Support

All students gain support from:

- form teachers;
- subject teachers;
- LSAs;
- the head of year;
- the head of school;
- an assigned learning coach;
- the careers service;
- college tutors
- the deputy headteacher;
- the headteacher
- a personal support tutor;
- the EWO;
- other services as required and appropriate.

The students are involved, together with parents or guardians, in the following formal elements of support:

- target setting evenings;
- parent evenings;
- student home contact diaries;
- interim grade/level reports with pastoral comments;
- discursive subject reports;
- daily subject progress reports;
- discussion with staff;
- assessment comments;
- end of key stage grade/level targets;
- specific target statements;
- baseline testing on entry to the school;
- students are interviewed by the appropriate Head of Year as they enter the school. Upon starting a KS4 course of study are interviewed by the subject teacher and the Deputy Headteacher.

#### Procedure for Access to Assessment Processes

The school applies the policies and stipulations of JCQ, QCA, DELLS and the examination boards. The school ensures that no learner is disadvantaged by reason of disability, additional learning needs or culture. There are carefully delineated procedures that, following a sensitive audit of needs, the school can draw upon for individual learners. The school assesses the needs of individual learners according to the principles of the DDA (Disability Discrimination Act) and the best educational practice. This draws upon the ALNCO, LSA team, educational psychologist and the other services of the LEA. Access arrangements include:

- extra time to complete an assessment;
- amanuensis;
- alternate rooming
- moderated assessment papers;
- moderated language in assessment papers;
- provision of assessments in Braille;
- live speakers for aural examinations.

All such provisions are carefully prepared and monitored by the JCQ and the examination boards. The school follows all of the official procedures.

#### Statement for Access to Assessment Data and Information

The school operates an Assessment, Recording, Reporting and Target Setting Group that convenes each spring term. This group draws from the full range of teaching staff. It consults with teachers, clerical staff, students and parents to develop school policy. The school makes use of the full range of formative, ipsative and summative assessment to ensure student learning is robust and reliable. In addition, the school ensures reliable, precise and accurate assessment to match the results of end of key stage final assessments or the assessments that must be submitted to awarding bodies.

Students are involved in the processes of assessment as much as possible. This is used to enable them to;

- make the best possible progress;
- understand the assessment process;
- appreciate their progress and attainment in the course of study;

- plan for further study and progress;
- if it is wished, follow the school complaints procedures.

Having completed an assessment, or part assessment, the teacher responsible will;

- convey the assessment to the individual students;
- explain the assessment to the student in writing or verbally;
- give feedback on the piece of work, the assessment, the consequences and the next steps;
- all assessments are available to the individual student. This may be to view the original work. However, if this is not appropriate, then the student will be shown the teacher's records. The school operates secure online access to real-time reporting of assessments. Registered learners and parents can make use of the school's online system under the regulations of the school;
- further details of assessment may be requested through the following hierarchy:
  - teacher;
  - head of department;
  - head of year;
  - deputy Headteacher;
  - Headteacher;
  - finally, a student may ask the school to arrange with an awarding body for access to submitted assessments, where appropriate.

### Diversity Policy

The school is committed to be a diverse and supportive institution. The school welcomes, involves and encourages the community to be for:

- all ages;
- all creeds;
- all appropriate cultures.
- both genders;
- all colours;
- all races;
- all nationalities;

The school as an institution develops:

- tolerance;
- happiness;
- inclusion;
- security;
- understanding;
- multi-lingualism

The school is enthusiastic and determined to develop so that it reflects, and contributes to, its local, regional, national and international community. As such it highly values its place as a diverse and vibrant institution.

### Procedure for Internal Moderation and Standardisation

The external moderation of student work is considered to be of vital importance in the following:

- to ensure consistent application of schemes of work, specifications, methodology, marking schema and professional standards;
- correctly levelling, grading, marking and annotating the work of students;
- the guarantee of the integrity of student work;
- the surety of teacher integrity.

The processes of internal moderation must be inline with:

- the procedures of JCQ, QCA and DELLS;
- the requirements of relevant examination boards;
- at KS3 the statutory requirements of DELLS as administered by the WJEC;
- assessment, Recording, Reporting and Target Setting procedures as delineated by school policy.

The moderation elements are:

- teachers apply the specification, National Curriculum and scheme of work;
- the work of students is regularly monitored;
- prior to the submission of coursework, to the marker nominated by the examination board, teachers:
  - consult examiners and examination board services as appropriate;
  - mark in accordance with the specification or course;
  - sample work and exchange it to allow cross moderation;
  - for subjects with a single teacher, the provisions of the LA and examination boards are used for support;
  - complete all clerical and administrative procedures in accordance with the requirements of JCQ, QCA, DELLS and examination boards.
- individual teachers are responsible, for assigned classes, to the head of department who will make arrangements through meetings of the department.
- all teachers are responsible to a line manager.
- the line manager reports to the deputy Headteacher in charge of assessment, recording reporting and target setting; who in turn is responsible to the Headteacher.

#### Procedure for Quality Assurance review

The school has well established procedures for quality assurance review. Every student receives the best possible education. The standards in the school are maximised through a professional approach to all that is done; this being monitored as follows:

- performance Management which includes: lesson observations; teacher targets; and teacher continuing professional development.
- peer observation;
- lesson observations;
- student work monitoring by line managers;
- review of assessment, recording, reporting and target setting data by line managers;
- observation by local authority officers and advisers;
- departmental reviews;
- use of reports from examiners and the awarding bodies;
- all teachers receive feedback from each of the procedures above.

All staff reflect on the quality assurance reviews in the development of the school self-evaluation report, the school development plan and the department development plans.

#### Appeals against judgements of controlled assessments

The centre follows the procedure that is stated below:

- appeals are made to the teacher, then the head of department, followed by the deputy Headteacher and Headteacher if the first stage is not satisfactory;
- candidates may appeal if they feel that coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification;
- appeals should be made concerning coursework and board prescribed tasks in writing by 30 June to the deputy Headteacher who will decide whether the process used conformed to the necessary requirements;
- the deputy headteacher's findings will be notified in writing, copied to the examinations officer and recorded for awarding body inspection.

#### Procedure for Appeals - Internally

Students, parents, guardians, school staff or other authorised persons may, having accessed assessment records, query the procedures and assessments that have been undertaken. If a student believes that there are grounds for an appeal against an assessment or an awarded grade or level, then the school will assist them in making an appeal.

The following process is followed when dealing with all appeals concerning an assessment:

- Discuss the assessment with the classroom teacher. This is the most effective approach because errors in decisions by teachers can be readily identified and corrected. The student will also learn more deeply whether the appeal is legitimate or not.
- If dispute over the assessment continues then the assessment will be passed to the line manager who will consider the assessment and undertake discussions with the teacher and the student. The discussions will seek to rectify problems and to move the learning of the student forward.
- If required the deputy Headteacher will take up the review of the assessment in order to make a judgement about the appeal.
- Finally, if the student is not satisfied with the outcome of the appeal then the matter will be placed before the governing body for a ruling.

Should there be discontent with the ruling of the governors it is possible to take the matter to the LEA. In this scenario the LEA will follow the procedures laid down for appeals against the school.

- 1. Policy on Controlled Assessments for External Qualifications**
- 2. Policy on External Assessments for External Qualifications (Enquiries about Results)**

## **1. Policy on Internal Assessments for External Qualifications**

**Ysgol Y Dyffryn School** is committed to ensuring that:

- Internal assessments are conducted by members of the teaching staff who have the appropriate knowledge, understanding and skills and who have been trained in this area.
- Assessment evidence provided by candidates is produced and authenticated according to the requirements of the Awarding Body for the subject concerned.
- The consistency of internal assessment will be maintained by internal moderation and standardisation.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

### **Note to students**

- A. If a student has any concerns about the procedures used in assessing their internally assessed work for public exams ie controlled assessment/coursework/portfolios, s/he should discuss the matter with the Head of Subject immediately. Following that, if the matter remains unresolved, the formal appeal procedure may be used by the student concerned.
- B. The regulations for GCSE, GCE, Entry Level and Project Qualification Coursework Assignments and GCSE Controlled Assessments state that:
  - “The work you submit for assessment must be your own”
  - “You must not copy from someone else or allow another candidate to copy from you”
  - “If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating or malpractice”

Teachers have the right to reject a student’s work on the grounds of malpractice if any of the above regulations are broken.

The student, parent or guardian of a student has the right to appeal against any decisions to reject to a candidate’s internally assessed work on the grounds of malpractice.

## Written Appeals Procedure

The student, parent or guardian of a student wishing to appeal against the procedures used in internal assessment should write to the Examinations Officer as soon as the matter arises. The deadline for the receipt of appeal applications to reach the school is ten days prior to the start of the written examination series. Internal appeals will be considered, and resolved, by the date of the last externally assessed paper of the series [eg by the end of June for the summer series].

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer, a member of the Senior Leadership Team a Head of Department not involved in the internal assessment decision and a governor. This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirement of the Awarding Body and the ACCAC Code of Practice.

During the investigation the leader of the inquiry will communicate with the student, family and teacher who are involved. In particular each party will hear the contributions of the other parties.

The outcome of the appeal will be reported in writing to the awarding body, student, parent or guardian [including relevant correspondence with the Awarding Body] before public exam results day for the award.

A written record of the appeal and the outcome will be kept on file at the centre and the Awarding Body will be informed of any amendments.

9.12 Centres must be required to ensure that the procedures are published, and are made widely available and accessible to all candidates or their carers.”

## **2. Policy on External Assessments for External Qualifications** **[Enquiries about Results - EARs]**

Any student who wants to query a mark/grade awarded by an Awarding Body upon issue of results should follow the following procedure:

- I. Contact the Examinations Officer **and** the subject teacher as soon as possible [but at least **5 working days before the published deadline for EARs**] in person to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
- II. Students should be aware that EARs can result in marks/grades being raised, confirmed or lowered. Students must sign a consent form to confirm that they understand the consequence of an EAR. Consent forms will be issued by the Examinations Officer.
- III. The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.

If the Department agrees to support the EAR:

- a. The request, together with the students consent form, should be made to the Examinations Officer **before the published deadline for EARs**. The cost of the enquiry will be met by the departmental budget. If the EAR is successful, the fee will be refunded.

If the Department does not agree to support the EAR:

- b. A student may appeal against the decision not to support an EAR. Appeals should be made in writing to the Examinations Officer, at least **5 working days before the published deadline for EARs**. The appeal should state, in detail, the reason(s) for the appeal. This appeal should be signed and dated and should include the daytime contact telephone number of the student, parent or guardian. The appeal information will be reviewed by the Examinations Officer and a member of the Senior Management Team; the outcome of the appeal will be communicated by telephone and 1<sup>st</sup> class letter post within 24 hours of receipt. This decision is final.
- c. If the centre does not support the EAR the student may still proceed with the EAR but all costs involved will be paid by the student at the time the EAR is made. No EARs will be made until fees are paid. Requests must be made in person to the Examinations Officer **before the published deadline for EARs**. If the enquiry is successful the fee will be refunded to the student.

IV. Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as they have been received from the Awarding Bodies.

#### Procedure for Appeals - Externally

Students, parents, guardians, school staff or other authorised persons may, having accessed assessment records, query the procedures and assessments that have been undertaken. If a student believes that there are grounds for an appeal against an assessment or an awarded grade or level, then the school will assist them in making an appeal to the appropriate body. The deputy Headteacher will make the arrangements that are required to expedite the appeal in the most efficient manner. For the formal awards, when appropriate and without prejudice, the school will arrange for the awarding body to commence the most appropriate appeals procedure as quickly as possible. The procedures are delineated in the procedures provided by JCQ, QCA, DELLS and the awarding bodies. When the appeal concerns matters that are not covered by an awarding body, the school will initiate the involvement, as appropriate, of:

- The governing body;
- The local authority.

#### Procedure for Complaints

Students, parents, guardians, school staff or other authorised persons may, having accessed assessment records, query the procedures and assessments that have been undertaken. If there is a complaint then it should in the first instance be addressed to the appropriate head of year who will investigate through the following route:

- Subject Teacher;
- Head of Department;

The complaint will then be passed through the following people until a resolution is found.

- Head of School;
- Deputy Headteacher;
- Headteacher;
- Finally, a student may ask the school to arrange with an awarding body for access to submitted assessments.

In addition a student may refer a complaint to the governing body of the school or to the Local authority in order to obtain a judgement on the procedures and practices of a teacher or the school as a whole.

## Examination Management

### Managing invigilators

The recruitment of invigilators is the responsibility of the examinations officer. Securing the necessary Disclosure Barring Service (DBS) clearance for invigilators is the responsibility of the examinations officer. DBS fees for securing such clearance are paid by the centre. Invigilators are timetabled and briefed by the examinations officer according to the procedures delineated by the JCQ. Where required invigilators' rates of pay are set by the centre administration.

### Examination rooms

The examination rooms are prepared according to the stipulations of the examining body that provides the specification of the course. Preparations are as follows:

- make provision for immediate and secure availability of access arrangements, supporting documentation and other examination resources.
- in each examination room display a full set of notices and instruction booklets that are delineated by the JCQ.
- provide a method to check the identity of each candidate:
  - a seating plan for each room.
  - a student name and address card for each examination desk.
  - the presence of the deputy Headteacher, the head of year or the head of department to identify individuals.
- ensure contingency for each staff role to ensure that examination materials can be accessed and that examinations can be invigilated.
- maintain contact between the school and the awarding bodies during the school year and the holidays.

### Examination days

The examinations officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator. Site management is responsible for setting up the allocated rooms. The invigilators will start all examinations in accordance with JCQ guidelines. A subject teacher may be present at the start of the examination to assist with identification of candidates but must not advise on which questions are to be attempted. In practical examinations subject teachers are on hand in case of any technical difficulties. A relevant subject teacher reads out

subject-specific instructions at start the exam. Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to heads of department at the end of the examination session following the appropriate rules of embargo. The examination procedures are:

- prepare and dispatch the examination scripts, stationery and other materials to the invigilators as appropriate;
- students leave all non-examination items in a room that is then locked;
- students enter the examination room in silence and the register is taken
- following seating, stationery and examination materials are placed before the students;
- the examination materials are checked under the supervision of the invigilators;
- the examination times are displayed according to the official clock in the room;
- at the end of the examination the scripts and other materials are collected and checked against the official register before the candidates are dismissed in silence if necessary;
- All scripts are returned to the examinations officer for processing and secure dispatch to the nominated marker(s).

### Candidates, clash candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates will not be allowed to leave the examination room until the published time of completion. They will not be allowed to return. The examinations officer will direct an appropriate person to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines. The examinations officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the examinations officer, or the examination invigilator, to that effect. The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor. The examinations officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

### Coursework and board prescribed tasks

Candidates who have to prepare coursework should do so by the deadline set by the teacher of each course. Teachers will ensure all coursework is ready for dispatch at the correct time. The examinations officer will keep a record of what has been sent when and to whom. Marks for all internally assessed work and estimated grades are provided to the examinations office by the subject teachers and the heads of department. All coursework and marks/grades are kept until after the end of the appeals time that is set by the JCQ.

### Estimated grades and coursework marks

The heads of department will submit estimated grades and coursework marks to the examinations officer when requested by the examinations officer. The processes and timing of these collections of information follow the requirements of the examination boards.

## Results

Candidates will receive individual results slips on results days, in person, at the centre. Results may be collected by a person who has been authorised by the candidate and who has been previously identified by the candidate. Arrangements for the school to be open on results days are made by the examinations officer. The provision of staff on results days is the responsibility of the examinations officer.

## EARs: Enquiries About Results

Dyffryn School follows the procedures of the JCQ. EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Such a request must be made within one week of the release of the results. If a result is queried, the examinations officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense. When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

## ATS: Access to Scripts

Dyffryn School follows the time schedules stipulated by the JCQ. After the release of results, candidates may ask subject staff to request the return of papers within five days of the issue of the results by the examination board. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. GCSE re-marks cannot be applied for once a script has been returned.

## Procedure for Re-sits

It is possible that students will be required to re-sit an examination, a board prescribed task, a piece of coursework or some other element of assessment in order that the student might achieve the best possible result. The re-sit will always comply with the regulations of JCQ, DCELLS, the examination boards and the school. In addition, the school will consider requests from individual students and parents concerning the re-sitting of assessments. There will at times be a charge for the re-sitting of the assessment.

## Certificates

Certificates are presented in person to individual students. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so. Replacement certificates are only issued if a candidate agrees to pay the costs incurred. The centre retains certificates for two years. Following this period candidates approach the awarding body for replacement certificates.

## Procedure for Malpractice

The school expects the highest standards from the staff and students. These are expressed in expectations and policies of the school. Staff and students are made aware of the appropriate behaviour and conduct in examinations and coursework. They are also made aware of the consequences of malpractice. The JCQ document 'Suspected Malpractice in Examinations and Assessment' provides the detailed expectations when dealing with malpractice.

- Staff are inducted into course and examination procedures.
- Students receive information on conduct of coursework and examinations.
- Teaching staff and invigilators monitor the work produced by students and the conduct of students in coursework, assessments and examinations.
- Teachers or invigilators who suspect, or identify, malpractice record the circumstances and evidence.

- The deputy Headteacher will investigate the alleged malpractice and take appropriate action.
- In the case of actual malpractice the student is informed of the consequences.
- The parent(s) and/or guardian(s) are informed of malpractice, the actions taken and the consequences that arise.
- The examination body is informed of malpractice, the action taken.
- Notes and evidence are supplied to the examination board as requested.

## Examination Checklist

### **A Arranging the examination room**

- o Provide one invigilator per thirty students. Where there is a single invigilator a means of communication is available.
- oo Provide the requisite stationery, equipment, resources for each room for each examination.
- 1 Check that any charts, diagrams, etc. have been cleared from the walls.
- 2 Check that you have the following on display:
  - • JCQ Mobile Phone notice; JCQ Notice to Candidates (written examinations); JCQ Warning to Candidates (written examinations); • A clock that all candidates can see clearly; A board showing the centre number and the starting and finishing time of the examination(s); • lists of requirements for rooms and resources; • lists of the needs of learners and special considerations; • access arrangements including invigilation and resources.
- 3 Check that you have: • A copy of the current JCQ Instructions for conducting examinations 1 September 2015 to 31 August 2016 ; Any subject-specific instructions and/or stationery lists issued by the relevant awarding body; A seating plan of the examination.

### **B Identifying candidates**

- o Students attend the school by 8:30am for examinations that commence at 9:00am. Whilst they are in attendance at 12:30pm for the 1:00pm examination.
- 1 Make sure you know the identity of every candidate in the examination room and that the candidates are seated according to the published plan.
- 2 Check the documentary evidence that private candidates or transferred candidates provide to show that they are the same people who were entered/registered for the examination/assessment.

### **C Before the examination**

- 1 Explain the emergency procedures.
- 2 Check the front of the question paper for the exact requirements for authorised materials, particularly calculators, dictionaries (see F below), anthologies and set texts.
- 3 Tell candidates that they must now follow the regulations of the examination and draw attention to: JCQ Mobile Phone notice; JCQ Notice to Candidates; JCQ Warning to Candidates.
- 4 Warn candidates that they must give you any unauthorised materials, including iPods, iWatches mobile phones, MP3 players, pagers, reading pens and any other products with text or digital facilities.
- 5 Open the packet of question papers in the examination room.
- 6 Tell the candidates: To fill in the details on the front of the answer booklet and any supplementary sheets; to read the instructions on the front of the question paper.
- 7 Tell the candidates about any erratum notices.
- 8 Remind candidates to write in black ink and not to use highlighters and pale-coloured gel pens in their answers.
- 9 Remind candidates to write in the designated sections of the answer booklet.
- 10 Tell candidates when they may begin and how much time they have.

### **D During the examination**

- 1 Accurately complete the attendance register (see Section 13 of the Instructions for conducting examinations).
- 2 See section 12 of the Instructions for conducting examinations if a candidate arrives late.
  - candidates who arrive late:
    - o up to thirty minutes after the published start time;
    - o between thirty and sixty minutes after the published start time;
    - o more than sixty minutes after the published start time;
    - o after the end of the examination;
- 3 Be vigilant. Supervise the candidates at all times to prevent cheating and distractions.

4 Do not give any information to candidates about: Suspected mistakes in the question paper unless an erratum notice has been issued; any question on the paper or the requirements for answering particular questions.

5 Make sure that no candidate leaves the examination room until at least one hour after the published starting time.

6 Make sure that no question paper is removed from the examination room during the examination.

7 Make sure that a member of staff is available to accompany any candidates who need to leave the room temporarily.

8 In an emergency see section 16 of these Instructions and any separate instructions issued by your centre. Candidates are evacuated to the designated area where they are supervised. The examination room is locked.

9 Tell candidates to stop writing at the end of the examination.

### **E After the examination**

1 Check and sign the attendance register.

2 Tell candidates to check that they have: Written all the necessary information on their scripts including supplementary sheets; Crossed out rough work or unwanted answers; Fastened any supplementary sheets, as instructed on the question paper or answer booklet.

3 Collect all scripts and all unused stationery before candidates leave the examination room.

4 Arrange scripts in the order candidates appear on the attendance register.

5 Make sure that scripts are kept in a secure place before being sent to the examiner or the awarding body.

### **F Use of Calculators and Dictionaries**

1 Candidates are allowed to use calculators, unless the specification for the subject says otherwise.

2 Candidates are not allowed to use dictionaries in any examinations, unless the specification says otherwise.

3 Candidates who meet the JCQ awarding bodies' regulations may use bilingual dictionaries.

### **G Access Arrangements**

1 Check in advance with the examinations officer which candidates, if any, have been granted access arrangements.

## **School Examinations**

The procedures for the school examinations follow those for external examinations except that.

- In lower school Year 8 boys sit next to Year 7 girls and Year 8 girls sit next to Year 7 boys;
- In upper school Year 10 boys sit next to Year 9 girls and Year 10 girls sit next to Year 9 boys;
- Examination papers are collected from, and returned to, the office of the assistant Headteacher;

All processes of assessment, access, standardisation, moderation, appeals and mal practice are interpreted within the school.

## Invigilator's Announcements

1. "You must now follow the regulations of the examination.
2. **Only** material listed on the question paper is allowed in the examination room. **You must not have on or near you any other material.**
3. If you are found to have any material with you which is not allowed, **even if you did not intend to use it**, this will be reported to the awarding body. The normal practice in these circumstances is to disqualify the candidate from the paper or the subject.
4. Check now in your pockets that you do not have on you any unauthorised material such as notes, books, papers, calculator case or lid, calculator instruction leaflets, reading pens, instruments which can capture a digital image and electronic devices (iPods, iWatches, MP3 players, pagers) or **mobile phones**.
5. (For examinations with books that are allowed, add "Check that no notes or papers have accidentally been left inside any book you are allowed to have in the examination room. Check to ensure that you have the correct edition of the allowed set text(s)".)
6. Hand in now to an invigilator any of these unauthorised items: iPods, iWatches, mobile phones, MP3 players, pagers and any other products with text facilities. A mobile phone must not be brought into the examination room as the possession of unauthorised items constitutes malpractice and could make you subject to sanctions and penalties.
7. Check that you have the right question paper for your **subject, unit and level or tier**.
8. Check that you have everything you need to do the examination, including **all** the items listed on the question paper.
9. Read the instructions on the front of the question paper.
10. You must write only in **black ink**, except for drawings and rough notes or where there are other instructions
11. You must write in the designated sections of the answer booklet.
12. You must write all rough work in your answer book and neatly cross it through with a single line. You should cross any mistakes through neatly with a single line. **You must not use correcting pens, fluid or tape, highlighters or pale-coloured gel pens in your answers.**
13. For computer-marked multiple-choice papers, add "You should write rough work on the question paper."
14. You may not communicate in any way with another candidate. You may not give help to another candidate or ask for help from another candidate. You should put up your hand to attract the invigilator's attention.
15. Now, fill in **all** the details needed on the front of your answer book or question paper.
16. **The errors in the exam paper are ...**
17. **The length of the exam is ...**
17. **The examination will finish at .....**
18. You may start now.
19. Five minutes of the examination remain
20. You must stop writing now.
21. Remain in silence until all examination papers have been collected and checked. You will then be dismissed in silence.