



St Edward's
RC/CE VA School

Examinations Policy

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SLT are responsible for oversight of this policy's implementation

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SECTION ONE – EXAMS

1.0 GENERAL INTRODUCTION

1.1 Rationale

Public examinations provide vital summative assessment, generally at the end of a key stage. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the school participates willingly in the administration of these examinations in the best interests of the students and the school. In addition, other internally set and marked examinations may take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning.

1.2 Purposes

To ensure that:

- The exams system in this school combines entitlement with flexibility
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent; administration helps them to achieve their best
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour
- All students are provided with a level playing field and that access arrangements are in place for students with special educational needs.
- Students are guided in their decisions about whether to withdraw an examination entry and do so with full knowledge of the implications for their careers or further education
- Staff understand fully their obligations and responsibilities with relation to examinations
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- Community education is provided with an administrative centre for GCSE and A level entries
- Accurate examination data is available to inform target setting
- Curriculum planning, target setting and careers links take into account up-to-date information on the current examinations system

2.0 GUIDELINES

Responsibilities for public examinations:

2.1 Head of Centre / Headteacher

- Overall responsibility for the school/college as an exam centre
- Advises on appeals and re-marks
- Responsible for reporting all suspicions or actual incidents of malpractice (Refer to the JCQ document *Suspected malpractice in examinations and assessment* <http://www.jcq.org.uk/exams-office/malpractice/suspected-malpractice-in-examinations-and-assessments-2015-16>).

2.2 Exams Officer

- Manages the administration of public and internal exams and analysis of exam results:
- advises the SLT, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures candidates and their parents/carers are informed of and understand all aspects of the exam timetable that affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements and makes applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- is responsible for organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

2.3 Deputy Head

- Organisation of teaching and learning
- External validation of courses followed at Key Stage 4 / Post-16

2.4 Subject Leaders

- exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of coursework mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer

2.5 Assistant Head Responsible for Careers

- Guidance and careers information

2.6 SENCo

- Administration of access arrangements
- Identification and testing of candidates' requirements for access arrangements
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims

2.7 Lead invigilator/invigilators

- Collection of exam papers and other material from the exams office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office

2.8 Candidates

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own

2.9 Reception (Logistics)

- Posting and recording of transactions of exam papers and coursework

3.0 THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

3.1 At Key Stage 3

- It is the expectation that all students will take English, Maths and Science NCTs at the end of KS3
- The school will consider the use of intervention or booster strategies in connection with any students who are unlikely to attain the minimum level
- If it is felt inappropriate for a student to take an individual subject or all NCTs, this decision should be made based on evidence and in consultation with the student, parents/carers, SENCO, subject leader, subject teacher and Assistant Head responsible for KS3
- Any such decision should be made by the end of January in the year of the examination and after intervention strategies have been put in place

3.2 At Key Stage 4 and Post-16

- All students should be entitled to and enabled to achieve an entry for qualifications from an external awarding body
- If a student's entry in any subject is to be withdrawn there must be an initial concern form completed by the subject teacher in consultation with the subject leader. The student, parents/carers, Assistant Head responsible for KS4 and Post-16, the subject leader, subject teacher and if necessary Connexions should be involved before a final decision is made
- All students will be monitored carefully throughout their time at the school, and controlled assessments/coursework and attitude notified to the Assistant Head responsible for the key stage using concern forms as soon as they arise

- Any proposed major changes to the examination board, style or timing of examinations, e.g. modular courses, must be discussed and approved by the leadership group based on information given by the relevant subject leader
- Amendment of entries which incur a financial penalty from the examination boards will be charged to subjects if they arise from that subject's error or omission
- Changes of tier, withdrawals made by the proper procedures and alterations arising from administrative processes will not be charged to subjects

The school may impose a charge equal to the financial charges levied by examination boards on:

- Students whose entries are withdrawn because of lack of coursework
- Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline
- students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances. This will be communicated in writing to students and parents/carers at the start of GCSE and post 16 courses

3.3 At Post-16

- It is expected that AS modules will be completed during Year 12
- Under normal circumstances, students will be charged for any resit exams. This policy will be communicated in writing to students and parents/carers at the start of Year 12
- Re-sit decisions will be made in consultation with the student, subject teacher and subject leader, Assistant Head responsible for post-16 and examinations officer
- After the release of results, subject teachers may request the return of papers or a remark at the school's expense if they believe the marking to be incorrect. If a student requires this service he/she will be charged
- AS certification (cash in) will be requested for all students at the end of the AS course unless specifically requested to not cash in.

4.0 EXAM SEASONS AND TIMETABLES

4.1 Exam seasons

- Internal exams are scheduled in December
- External exams are scheduled in November, January, March and June
- All internal exams are held under external exam conditions
- Which exam series are used in the centre is decided by the SLT

4.2 Timetables

The Exams Officer will circulate the exam timetables for both external and internal exams once these are confirmed.

All statements / timetables will be generated by the Schools Management Information System (Progresso) and distributed through tutor groups.

5.0 ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RETAKES

5.1 Entries

Candidates are selected for their exam entries by the heads of sixth form, heads of subject and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal. The centre does accept entries from external candidates.

5.2 Late entries

Entry deadlines are circulated to heads of department via email and noticeboard. Late entries are authorised by heads of sixth form, heads of curriculum, heads of subject and exams officer.

5.3 Retake decisions

Entries will be made in consultation with the candidates, subject teachers, head of post-16, exams officer, head of centre, heads of department and the heads of subject. (See also section 6: Exam fees)

6.0 EXAM FEES

- GCSE initial registration and entry exam fees are paid by the centre
- AS initial registration and entry exam fees are paid by the centre
- A2 initial registration and entry exam fees are paid by the centre
- Late entry or amendment fees are paid by the 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

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.

Retake fees for first and any subsequent retakes are paid by the candidates.

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insists on pursuing the enquiry. (See point 12.0)

7.0 THE DISABILITY DISCRIMINATION ACT (DDA), SPECIAL NEEDS AND ACCESS ARRANGEMENTS

7.1 DDA

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

7.2 Special needs

A candidate's special needs requirements are determined by the SENCO, doctor, pastoral teacher and the educational psychologist / specialist teacher.

The SENCO 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 SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

7.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

8.0 ESTIMATED GRADES

The heads of subject will submit estimated grades to the exams officer when requested by the exams officer

9.0 EXAMINATION APPEALS PROCEDURES

The school is committed to ensuring that whenever its staff assesses students' work for external qualification; it is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation. If students believe that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. **Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.**

The existence of this procedure is made known to students by reference in a letter and at the start of examinations courses and in this examinations policy, which is available for inspection on request.

1. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
2. Appeals should be made in writing to the examinations officer who will investigate the appeal. If the examinations officer was directly involved in the assessment in question, he/she will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the examination officer is not able to conduct the investigation for any other reason.
3. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice of the QCA. This will be done before the end of the series.
4. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.

5. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. **Such moderation frequently changes the marks awarded for internally assessed work. That is outside the control of the school and is not covered by this procedure.** Details of the appeals procedure for the relevant awarding body are available from the examination officer.

10.0 CANDIDATES CODE/CLASH AND SPECIAL CONSIDERATION

10.1 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 may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them
- The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines

10.2 Clash candidates

- The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight stays

10.3 Special consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect
- Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor
- The exams officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam

11.0 GCSE AND A LEVEL RESULTS SERVICE

11.1 External Examinations

- When results are published appropriate staff will distribute results, be available to give guidance to students and prepare data for publication and monitoring purposes

- This service will be supported by member(s) of the administrative staff

11.2 Internal examinations

- The exact nature of summative assessment in each subject will be determined ultimately by the subject leader within the rationale and purposes of this policy and other related policies
- The cost of internal examination papers is the responsibility of subject areas

12.0 RESULTS, ENQUIRIES ABOUT RESULTS (EARs) AND ACCESS TO SCRIPTS (ATS)

12.1 Results

- Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates to provide sae)
- Arrangements for the school to be open on results days are made by the head of centre
- The provision of staff on results days is the responsibility of the head of centre
- The centre aggregates at the end of Year 13 for AS grades, not at the end of Year 12

12.2 EARs

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking
- 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

12.3 ATS

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

13.0 CERTIFICATES

- Certificates are presented in person and collected and signed for
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so
- Certificates are not withheld from candidates who owe fees
- The centre retains certificates for five years

SECTION 2 - BTEC

14.0 BTEC Internal Verification

Aim:

- To ensure there is an accredited lead IV in each principal subject area
- To ensure that IV is valid, reliable and covers all assessors and programme activity
- To ensure that the IV procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of IV decisions

In order to do this, the centre will ensure that:

- A lead internal verifier for each principal subject area is accredited by Edexcel via the successful completion of an online standardisation exercise
- Each LIV oversees effective IV systems within each principal subject area
- Staff are briefed and trained in the requirements for current IV procedures
- Effective IV roles are defined, maintained and supported
- Internal verification is promoted as a developmental process between staff
- Standardised internal verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual internal verification schedule, linked to assignment plans, is in place
- An appropriately structured sample of assessments from all programmes and teams is internally verified, to ensure centre programmes conform to national standards and standards verification requirements
- Secure records of all internal verification activity are maintained
- The outcome of internal verification is used to enhance future assessment practice
- This policy will be reviewed every 12 months by the Quality Nominee and Examinations Officer

14.1 BTEC Marking

Aim:

- To enable all staff to follow BTEC practice for marking
- To ensure all students are marked to the same standards and format
- To allow all students to receive the correct and accurate feedback
- To allow students and staff to follow the re-submission process accurately

In order to do this, the centre will:

- Follow all standardisation and IV processes
- Ensure that all IV staff have received the relevant training and achieved the necessary IV qualifications
- Ensure that all staff are trained and briefed on the marking procedure
- Have a clear marking/feedback procedure

- Keep track of any progress and attainment made

Marking and resubmission process:

- Assignment brief must be internally verified before it is issued to the students
- Adequate time must be allocated for students to complete assignment to D standard
- If students find the time constraint too challenging, the deadline may be extended but must be recorded on the assignment tracking sheet
- You must not annotate work when marking
- Ensure that the standard departmental summative form is completed for feedback
- 2013-2015 course is permitted to have a formative submission and suitable time allocation must be given in line with the assessment plan
- All students must match the criteria to be given a re-submission
- All students can receive a re-submission. The LIV must complete the necessary paperwork
- Re-submission must be completed within 10 days of the original decision given to the student

This policy will be reviewed every 12 months by the Quality Nominee and Exams Officer.

14.2 BTEC Assessment Malpractice

Aim:

- To identify and minimise the risk of malpractice by staff or students
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on students or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the student handbook to inform students of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show students the appropriate formats to record cited texts and other materials or information sources
- Ask students to declare that their work is their own
- Ask students to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Headteacher, Quality Nominee, Exams Officer and all personnel linked to the allegation. It will proceed through the following stages:
 - Exams Officer and Programme Leader to investigate and gather evidence and information
 - Quality Nominee to review information
 - School to follow school discipline policy

- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation

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

- The Exams Officer and Programme Leader will make recommendation to the Quality Nominee dependent on evidence on a case by case basis
- Quality Nominee to report to the Headteacher appropriate action
- Headteacher to make final decision after consultation with the Quality Nominee and any other appropriate person
- Ultimately, the student may be reported to Edexcel and withdrawn from the programme

Definition of Malpractice by Students

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

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

Definition of Malpractice by Centre Staff

- This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:
- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the student
- Producing falsified witness statements, for example for evidence the student has not generated
- Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student assignment/task/portfolio/coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special student requirements, for example where students are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment

- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment

This policy will be reviewed every 12 months by the Quality Nominee and Exams Officer.

14.3 BTEC Appeals

Aim:

- To enable the student to enquire, question or appeal against an assessment decision
- To attempt to reach agreement between the student and the assessor at the earliest opportunity
- To standardise and record any appeal to ensure openness and fairness
- To facilitate a student's ultimate right of appeal to the awarding body, where appropriate
- To protect the interests of all students and the integrity of the qualification

In order to do this, the centre will:

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

	Date/Details	Resolved (Y/N)
Stage 1 – informal Student consults with assessor (teacher) to discuss assessment decision – within 7 days of receiving assessment decision. If unresolved, issues are documented and move to stage 2		

<p>Stage 2 – review Assessment decisions are reviewed by programme manager/Lead IV. Student notified of findings and agrees/disagrees, in writing, with outcome. If unresolved, move to stage 3</p>		
<p>Stage 3 –Appeal hearing: The Quality Nominee will review the assessment decision , with the Programme Manager/Lead IV. If unresolved, move to stage 4</p>		
<p>Stage 4 – External appeal: The grounds for appeal, together with supporting documentation, will be submitted to Edexcel within 14 days of the completion of stage 3</p>		

14.4 BTEC Reasonable Adjustment and Special Consideration

As a School we recognise disabilities are of a diverse nature and we do not tolerate discrimination on the basis of disability. St Edward’s RC CE VA School complies with the Disability Discrimination Act 1995 and the amendments to the Act.

This policy embraces the requirements of the Disability Discrimination Act to allow fair access to curriculum courses or qualifications.

We aim to facilitate open access for students who are eligible for some reasonable adjustment and/or special consideration in assessments, without compromising the assessment of the skills, knowledge, understanding or competence being measured. This will be achieved in two ways.

Firstly by reasonable adjustment; this is agreed at the pre-assessment planning stage and is any action that helps to reduce the effect of a disability or difficulty, which places the student at a substantial disadvantage in the assessment situation. Reasonable adjustments will not affect the reliability or validity of assessment outcomes or give the student an assessment advantage over other students undertaking the same or similar assessments.

Secondly through special consideration; this is a post-assessment allowance to reflect temporary illness, injury or indisposition that occurred at the time of assessment. Any special consideration granted cannot remove the difficulty the student faced at the time of assessment and can only be a relatively small adjustment to ensure that the integrity of the assessment is not compromised.

Nothing in this policy should prejudice the information given in the schools examination policy or the SEN Policy.

For the purpose of this policy and to reflect differing terminology between different awarding bodies, the term Curriculum Leaders also refers to Directors of Teaching and Learning and also to Programme Leaders.

The word assessor refers to any member of staff who has responsibility for assessing students work.

Aims

1. To explain how St Edward's RC CE VA School, as an examination centre, will manage requests for reasonable adjustment and/or requests for special consideration.
2. To identify the roles and responsibilities of staff connected to the assessment process, examinations or student support.
3. To establish protocols for dealing with lost or damaged work and to explain the terminology used by the examination boards when considering requests for adjustment and/or special consideration.

Reasonable Adjustment

1. A reasonable adjustment helps to reduce the effect of a disability or difficulty that places the student at a substantial disadvantage in the assessment situation.
2. Reasonable adjustments must be approved (internally or externally) with the relevant examination board and set in place prior to assessment commencing. It is an arrangement to give a student access to a qualification.
3. The work produced following a reasonable adjustment must be assessed in the same way as the work from other students.
4. It is important to note that not all adjustments described will be reasonable, permissible or practical in particular situations. The student may not need, nor be allowed the same adjustment for all assessments.
5. Reasonable adjustments could consist of any of the following:-
 - Allowing extra time, e.g. assignment extensions
 - Using a different assessment location
 - Use of coloured overlays, low vision aids, CCTV
 - Use of assistive software
 - Assessment material in large format or Braille
 - Readers/scribes
 - Practical assistants/transcribes/promoters
 - Assessment material on coloured paper or in audio format
 - Language-modified assessment material
 - British Sign Language (BSL)
 - Use of ICT/responses using electronic devices
6. Subject Leaders should ensure that students are recruited onto courses with integrity to ensure that students have the correct information and advice on their selected qualifications and that the qualifications will meet their needs.

7. The recruitment process should include the Subject Leader assessing each potential student and making justifiable and professional judgments about the student's potential to successfully complete the assessment and achieve the qualification. Such assessment must identify, where appropriate, the support that will be made available to the student to facilitate access to the assessment.

Where the recruitment process identifies that the student may not be able to demonstrate attainment and thus gain achievement in all parts of assessment for the selected qualification, this must be communicated clearly to the student. A student may still decide to proceed with studying a particular qualification and not be entered for all or part of the assessment.

8. As an examinations centre St Edward's RC CE VA School will endeavour to ensure that students are aware of the range of options available to them, including any reasonable adjustments that may be necessary, to enable them to demonstrate attainment across all of the required assessment strands; and any restrictions on progression routes to the student as a result of not achieving certain outcomes.
9. Reasonable adjustments are approved before an assessment and are intended to allow attainment to be demonstrated. A student does not have to be disabled (as defined by the DDA) to qualify for reasonable adjustment; nor will every student who is disabled be entitled to reasonable adjustment. Allowing reasonable adjustment is dependent upon how it will facilitate access for the student
10. All reasonable adjustments will be transparent and unbiased, recorded on relevant examination board documentation and will kept on record in compliance with regulations in School.
11. It will be the responsibility of the Examinations Officer to ensure that any access arrangements implemented by the centre on behalf of a student, is based on firm evidence that there is a barrier to assessment.
12. It should be noted that a Statement of Special Educational Needs (SEN) does not automatically qualify the student for reasonable adjustment to assessment, as the SEN statement may not contain a recent evaluation of the need of that student; and the reasonable adjustment may compromise the assessment.

Special Considerations

1. A special consideration is consideration given following a period of assessment for a student who was prepared for and present at an assessment but who may have been disadvantaged by temporary illness, injury or adverse circumstances that have arisen at or near to the time of assessment.
2. Where assessment is in the form of an electronic test set and marked by computer, then it will be more appropriate to offer the student an opportunity to take the assessment at a later date.
3. A special consideration cannot give the student an unfair advantage but it can be regarded as when a performance in an assessment is affected by circumstances beyond the control of the student, e.g. recent personal illness, accident, bereavement, serious disturbance during the assessment or alternative assessment arrangements which were agreed in advance of the assessment proved inappropriate or inadequate or part of an assessment has been missed due to circumstances beyond the control of the student.

4. In order to apply for special consideration then evidence must be supplied by a student and then by St. Edwards RC CE VA School as a centre. Evidence such as personal arrangements, staff shortages, lack of resources, building work or industrial disputes are not grounds for special considerations.
5. The following examples are not designed to be an exhaustive list but to give an example of the weight of circumstances that will be considered:-
 - Terminal illness of the student
 - Terminal illness of a parent/carer
 - Recent bereavement of a member of the immediate family
 - Serious and disruptive domestic crisis leading to acute anxiety about the family
 - Incapacitating illness of the student
 - Severe car accident
 - Recent traumatic experience such as death of a close friend or distant relative
 - Flare-up of severe congenital conditions such as epilepsy, diabetes, severe asthmatic attack
 - Recent domestic crisis
 - Recent physical assault trauma
 - Broken limb on the mend
6. Unlike reasonable adjustment, there are no circumstances whereby St Edward's RC CE VA School, as a centre can apply its own special consideration. Applications must be made to the relevant awarding body.
7. All applications for special consideration will only be made on a case-by-case basis and therefore separate applications will be made for any student. The only exception to this is where a group of students have been affected by a similar circumstance such as a fire alarm during an assessment; in this case a group application will be made with a list of affected students attached to the application.
8. If such a request is to be made then the evidence required by the School to support the application will need to be a medical certificate, a doctor's letter or a statement from the invigilator.

14.5 Equal Opportunities

Please refer to the School's Equal Opportunities Policy

14.6 Complaints Procedure

Please refer to the School's Complaints Policy

SECTION 3 – EXTERNAL CANDIDATE EXAMS

15.0 EXTERNAL CANDIDATE EXAMINATION POLICY – SUMMER 2018/19

This policy covers all entries made by the Exams Office on behalf of external candidates for GCSE/GCE exams.

Please note : All correspondence by email only. Proof of identity will be

required before sitting an exam . (Driving Licence / Passport or equivalent)

15.1 Introduction

Entries will **only** be accepted in the summer series. Students who have studied at St-Edwards the previous year may be permitted to re-take English / Maths in the November series, these entries must be with the exams office by the 1st October.

15.2 Special Considerations

We are only able to accommodate students entitled to additional time.

15.3 Fees

In addition to all published exam entry fees, external candidates will be charged a non refundable administration charge per timetabled exam (*reference appendix 1*).

Summer entries for GCSE and GCE must be agreed and monies received before the 1st February

15.4 Coursework

St Edward's RC CE VA School will not be responsible for any coursework components attached to an exam entry. External candidates whose entries include a coursework component must make alternative arrangements with a distance learning organisation (i.e. ICS).

15.5 Estimated Grades

St Edwards **cannot** submit estimated grades for external candidates.

15.6 Syllabus Choice

St Edwards will only support examination requests for subjects/Boards currently delivered by the school plus Cambridge IGCSE (*reference appendix 1*)

It is the candidate's responsibility to provide the exams office with the syllabus details, including tier of entry. We will not be held responsible for any late fees that arise from amendments.

Further information on syllabuses together with Private Candidate Guidance is available from the Awarding Body websites:

www.aqa.org.uk www.ocr.org.uk www.edexcel.com www.cie.org.uk

15.7 Timetables

Once the entry has been processed the student will receive a statement of entry which you must check carefully and immediately inform the exams office of any errors.

Before the exam you will receive a timetable from St Edwards which will have the details of the timings and venues for your exams(s).

It is the external candidates responsibility to ensure they arrive at the school at least 15 minutes prior to the published start time. External candidates that do not arrive will be marked as absent.

Member of SLT responsible for oversight of the implementation and review of this policy: Mr C Barnett

APPENDIX 1

Non Refundable Administration Charges per timetabled exam.

Examination Syllabus and Boards and Exam Boards			Exam Costs	
	GCSE	GCE		
Exams	Board	Board	External candidate Costs/Paper	
Business	Edexcel	Edexcel		£ £
Computing	OCR	AQA	Examination Exam Script charges from Exam Board	£xx.xx
Creative Writing		AQA	2 Hours Invigilation	<u>14.00</u> <u>£00.00</u>
DT Food	AQA		Administration	30.00% <u>£00.00</u>
DT Textiles	AQA			<u>£00.00</u>
DT Product	Edexcel	Edexcel		
DT Graphics	Edexcel		Ex St Edwards School Students	
English Language	OCR / IGCSE	AQA		£ £
English Literature		OCR	Examination Script	£xx.xx
Geography	Edexcel	Edexcel	2 Hours Invigilation	<u>14.00</u> <u>£00.00</u>
Health & Soc Care		AQA	Administration	15.00% <u>£00.00</u>
History	AQA	OCR		<u>£00.00</u>
ICT	Edexcel			
Maths	AQA	Edexcel		
Media		AQA		
Modern Foreign Languages	Edexcel	AQA		
Music	Edexcel	Edexcel		
Psychology		AQA		
Physical Education	Edexcel	AQA		
Religious Study	Edexcel	OCR		
Science (Bio / Chem / Phy)	AQA	AQA		