

THE VALLEY SCHOOL

ACCREDITATION

JULY 2021 (SCHOOL IMPROVEMENT COMMITTEE)

“Learn to Believe – Learn to Achieve”

“Different for Different”

Our commitment is to ensure that all our pupils become good at learning, so that they can access anything they meet in their future, with the required skills and attributes to be influential, engaged and independent.

KEY SOURCES OF REFERENCE

Relevant examination boards and rules at the time of access.

KEY PRINCIPLES

Accreditation

We support our pupils to access qualifications of which they are capable, academically and emotionally, and which open up life choices and life chances in their futures. They access a range of accreditation routes while they are pupils at The Valley School (updated annually in appendix 1 of the SEF). Our curriculum also prepares them for accessing higher level courses at college by providing a wide range of vocational subjects and activities, preparation for work & college and advice & guidance on post 16 choices. Quality is more important than quantity. Some of what The Valley School curriculum provides does not lead to a qualification, but may prepare pupils for accessing more advanced qualifications in Further Education provision.

Pupils are prepared with great care to access the rules and routines that apply in this formal setting.

Subject leaders are responsible for maintaining up to date knowledge of what is available in their subject area and for making decisions about what can be accessed in line with the needs of our pupils. The overall accreditation offer is monitored by learning leaders and senior leaders, so that pupils are neither overwhelmed nor disadvantaged in their provision. Choices take account of pupils' abilities, emotional development, interests and future plans.

Modular and sequential graded qualifications (for example, ASDAN, The Arts Award, Instrumental Grades etc) are available on a “stage not age” basis and can be in either Key Stage. GCSEs, BTECs, and other examinations that are determined by end of course assessments are delivered in KS4 and pupils are entered when their learning and/or emotional development has reached the highest relevant level. Early Entry is not part of common practice.

Learning is closely tracked throughout every pupil's journey and a wide range of data is used to support decision making. Pupils and families are fully involved in making appropriate choices.

Our pupils have the right to access additional time, scribes, reader pens or other aids for some, but not all, qualifications. Teachers ensure that pupils are used to accessing support in these ways and ensure that the Exams & Data Officer is kept informed and can apply in good time. Details are recorded on ILPs.

The Learning 4 Life curriculum and progress trackers support and record a variety of practical, emotional and developmental steps which increase our pupils' ability to access and achieve well in public examinations and nationally recognised qualifications. This information is also used to support decision making.

Moderation

Moderation is carried out to ensure the accuracy and consistency of teacher assessment across the school and to ensure that the levels are consistent with norm-referenced levels. It is the responsibility of the subject leader to ensure that moderation of their subject is carried out and to identify and resolve any differences within and across year groups, key stages and across the whole school. National and local moderation is required. This can be carried out singularly by the subject leader or with the teachers of the work being moderated.

Subject leaders (and single teachers of a subject) are required to compile exemplar portfolios and to link with other establishments to carry out moderation when required.

KEY PRACTICES

Strict adherence to the rules and regulations in place at the time underpin all accreditation processes.

The Valley School is committed to understanding and tackling barriers to learning throughout all 5 years, so that access to accreditation is facilitated in a targeted and strategic way, with no "teaching to test".

Supporting activities (commonly referred to as access arrangements) are developed and embedded as normal practice and identified in ILPs.

REGISTRATION

Selection for entering pupils for accredited courses is a collective activity and is determined by subject leaders and senior leaders, in consultation with pupils and families.

All pupils must be strictly registered according to the requirements of the relevant awarding body.

The Exams Officer is responsible for ensuring that current timescales and processes are made available and easily interpreted.

2. Qualifications

The qualifications offered at this centre are decided by subject leaders in consultation with Deputy Headteachers.

The qualifications offered are GCSE, Levels 1 & 2 Awards and Certificates, Entry Level, Functional Skills, BTEC awards, Arts Award.

If there has been a change of syllabus from the previous year, the Examinations Officer must be informed with immediate effect.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the Learning Leaders/Subject Leaders and Teachers.

At key stage 4

All candidates will be entitled, and enabled, to achieve qualifications from an external awarding body.

3. Examination seasons and timetables

3.1 Examination seasons

Internal assessments are scheduled as appropriate throughout the academic year.

External examinations are mainly scheduled in February, May and June.

Learning Leaders/Subject Leaders decide which examination series are used in the centre.

On-demand assessments can be scheduled only in windows agreed between the Examinations Officer and the Senior Leadership Team.

3.2 Timetables

Once confirmed, the Examinations Officer will circulate the examination timetables for external examinations. Timetables can be found on Staff Share and all dates are on the school calendar.

4. Entries, entry details and late entries

4.1 Entries

Candidates are selected for their examination entries by the Learning Leaders/Subject Leaders and Teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre does not accept entries from external candidates.

The centre does not act as an examination centre for other organisations.

Entry deadlines are circulated to Learning Leaders/Subject Leaders via the school calendar and by email. The shared area of the network is where all details are made available, but should not be the sole copy.

Learning Leaders/Subject Leaders will provide entry and estimated entry information to the Examinations Officer to meet JCQ and awarding body deadlines.

4.2 Late entries

Late entries and amendments are authorised by the Senior Leadership Team.

4.3 Re-sits

Re-sits will meet the Awarding Body requirements.

5. Examination fees

The centre will pay all normal examination fees on behalf of candidates.

Late entry or amendment fees are paid by the centre.

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 Examinations Officer will publish the deadline for actions in advance for each examination series.

6. Disability Policy - The Equality Act 2010 & Access Arrangements

6.1 The Equality Act 2010

All examination centre staff must ensure that they meet the disability provisions under The Equality Act 2010 which replaced the Disability Discrimination Act (DDA) in 2010, extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

The Act introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection in the areas of employment and education to all people irrespective of circumstance.

A person has a disability for the purposes of the Equality Act 2010 Chapter 4.4, when a person has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities.

The Valley School will recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. The centre will meet the requirements of the Equality Act 2010 by ensuring that the examinations centre is accessible and improving candidate experience. This is the responsibility of the Head of Centre, Learning Leader/Subject Leader, Examinations Officer and the Invigilators.

6.2 Access arrangements

The centre will comply with the Equality legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ.

All pupils at The Valley School have an Educational Health Care Plan.

A candidate's access arrangements requirement is determined by their Subject Teacher. The Subject teacher has the responsibility to provide the Exams officer with a picture of need providing evidence of a student's normal way of working, as instructed in the JCQ Access Arrangements and Reasonable Adjustments regulations. The need for access arrangements will be documented in a child's EHCP and ILP, coordinated by the SENCO.

It is the responsibility of the Examinations Officer to ;

- Submit access arrangement applications to the awarding bodies
- inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination, including examination dates.
- Rooming, Invigilation and support for access arrangement candidates

Candidates must sign a Data Protection Notice before Access Arrangements are applied for.

Making access arrangements for candidates to take examinations/controlled assessments is the responsibility of the Examinations Officer and Learning Leader/Subject Leader.

Evidence of the candidate's access arrangement requirements, their picture of need, usual way of working and Specialist Teacher assessments must be kept on file and made available for the JCQ Inspection.

Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, the Learning Leader or Subject Leader will remove that assessment from the basket of evidence and alternative evidence will be obtained. This will be monitored through the school's internal quality assurance process.

Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.

We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.

To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: [JCQ – A guide to the special consideration process, with effect from 1 September 2020](#)

6.3 Provisions for Candidates

The Examinations Officer will be very familiar with making adjustments to existing examination arrangements. These are not 'concessions' for the individual candidates but adjustments designed to reduce/remove unfair disadvantage. They include:

- Modified test papers, for example enlarged print or Braille
- 25% extra time
- Over 25% extra time
- A reader or scribe/computer reader or voice recognition technology
- Supervised rest breaks
- Coloured Overlays
- Different coloured scripts
- A prompter
- Use of a bilingual dictionary
- Use of a computer or other technology
- Use of an individual room

For guidance on the use of Word Processors see appendix

6.4 Invigilators & Examination room support

Learning Partners are trained as Invigilators and examination room support and are all recruited internally - The Valley School's normal disclosure policy applies.

A teacher who teaches the subject being examined is not permitted to act as an invigilator during the examination

Invigilators/examination support are trained to be sensitive to learning support needs.

Invigilators/examination support know how to communicate with disabled candidates. They are also aware of the Equality Act 2010.

Invigilators are aware of health & safety risks.

Invigilators are aware and sensitive to issues of language & communication.

6.5 Examination rooms

The Examinations Officer is aware of provisions The Valley School already makes for disabled candidates. Examination rooms are allocated by taking the needs of the candidate into consideration. Relevant adjustments will be made as necessary.

At times candidates will be offered separate invigilation as part of their access arrangements. Separate invigilation will only be considered if a candidate has a medical condition or behavioural difficulties listed in the access arrangements of their EHCP.

Rooms used for examinations at The Valley School are accessible. Chairs are available outside of the examination rooms for any candidates needing to rest before entering.

There are accessible toilets near the examination rooms.

Emergency evacuation procedures are in place and are reviewed before each examination to take account of any needs of disabled candidates.

Any medication that may be needed by candidates during the examination will be accessible to them.

The Valley School operates an equality scheme.

7. Estimated grades

The Learning Leaders/Subject Leaders will submit estimated grades to the Examinations Officer when requested.

8. Managing Invigilators and examination room support staff

The Examinations Officer organises the training and monitoring of a team of examinations Invigilators responsible for the conduct of examinations.

The Examinations Officer also organises training and monitoring of examination support staff to ensure regulations are followed when supporting candidates with

access arrangements. Securing the necessary Disclosure Barring Service (DBS) clearance for new staff is the responsibility of the Business Manager.

DBS fees for securing such clearance are paid by The Valley School.

Invigilators and support staff are timetabled by the Senior Learning Leader and Examinations Officer. They are trained and briefed by the Examinations Officer.

9. Examination days including paper release & malpractice

9.1 Examination days & paper release

The Examinations Officer will make sure other examination room users are aware of when examinations are taking place and make the question papers, other examination stationery and materials available for the Invigilators.

Site management is responsible for setting up the allocated rooms.

The Invigilator will start and finish all examinations in accordance with JCQ guidelines.

Members of the Senior Leadership Team may be present at the start of the examination to assist with the identification and behaviour of candidates. The Valley School does not accept external candidates. Therefore all pupils are familiar to staff. Any staff present must be in accordance with the rules defined by the JCQ concerning who is allowed in the exam room and what they can do.

In practical examinations Subject Teachers may be on hand in case of any technical difficulties.

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 Learning Leaders/Subject Leaders in accordance with the JCQ recommendations. Currently 24 hours after the published finishing time for the examination.

A relevant Subject Teacher may be available to read out any subject-specific instructions and start the examination, if required.

After an examination, the Examinations Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

9.2 Malpractice

The Head of Centre is responsible for investigating suspected malpractice.

9.3 JCQ Inspection

A senior member of staff or the Examinations Officer must be available to accompany any visit from an inspector, including giving access to the secure storage between 8.30am and 3.30pm during term time.

The member of staff must be available until afternoon examinations have been completed; examination scripts despatched or placed in secure storage for despatch the next working day.

10. Examination Emergency Policy see appendix

11. Candidates, clash candidates and special consideration

11.1 Candidates

The Examinations Officer will provide written information to candidates in advance of each exam series. A briefing session for candidates may be given by the Subject Teacher and Examinations Officer.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an examination room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an examination room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time at the discretion of the Examinations Officer.

Candidates who leave an examination room must be accompanied by an appropriate member of staff at all times.

The Examinations Officer will attempt to contact any candidate who is not present at the start of an examination and deal with them in accordance with JCQ guidelines.

11.2 Clash candidates

The Examinations Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

11.3 Special consideration

Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, 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 examination, 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 examination.

12. Coursework

Learning Leaders/Subject Leaders and Teachers must understand and comply with the general guidelines contained in the current JCQ publication Instructions for conducting coursework.

Learning Leaders/Subject Leaders and Teachers must also understand and comply with the latest awarding body specification for conducting coursework, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

When coursework is marked, it must be annotated to show clearly how credit has been awarded. Candidates' work must be dated by teachers to reflect the time at which it was marked. It is the responsibility of centres to carefully check the marks

they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.

All Teachers must sign a declaration of authentication after the work has been completed confirming that the work is solely that of the candidate and it was completed under the required conditions.

Learning Leaders/Subject Leaders and Teachers will ensure all coursework is ready for despatch at the correct time. The Examinations Officer will keep a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work and estimated grades are provided to the examinations office by the Learning Leader/Subject Leader. Any appeals will be dealt with in accordance with the centre's Internal Appeals Policy. The Internal Assessment Appeals Process (Appendix 4) is issued to candidates.

13. Controlled Assessment Policy

14. Internal Appeals Policy

Appeals against internal assessments of work for external qualifications

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

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

1. The Valley School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. The Valley School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. The Valley School will, having received a request for copies of materials, promptly make them available to the candidate.
4. The Valley School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. The Valley School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.

6. The Valley School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. The Valley School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. The Valley School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The Valley School will inform the candidate in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

15. Results, enquiries about results (EARs) and access to scripts (ATS)

15.1 Results

Candidates will receive individual results slips on results days either in person at the centre or they will be posted to their home addresses on results day.

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.

15.2 EAR (Enquiries about Results)

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

The candidate's consent is required before any EAR is requested.

The Examinations Officer will provide information to candidates on the services provided by awarding bodies and the fees charged.

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.

15.3 ATS (Access to Scripts)

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

Processing of requests for ATS will be the responsibility of the Examinations Officer.

16. Certificates

Certificates will be awarded to candidates at a presentation evening alternatively candidates are to attend the school to collect certificates. The school are unable to post record of achievements.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

17. Risk Assessment & Contingency Planning

17.1 Risk Assessment

Risk assessment is the responsibility of the Examinations Officer and School Business Manager. Details can be found in Appendix 5

17.2 Contingency Planning

Exams Officer extended absence at key points in the exam process (cycle)

The Exams officer is to ensure that the Deputy Headteacher is copied in to all correspondence sent via email.

It is the responsibility of the Examination Officer and Head of Centre to communicate and have regularly one to one meetings to ensure that both are fully updated with the progress made during the exam cycle.

The Exams officer will ensure that information is accessible to all showing entries made for the current academic year and results gained from previous academic years.

The Exams Officer will ensure that when the Curriculum offer for the academic year is agreed that all deadline dates for coursework, entries and submission of work are published in a timely manner and made available on Staff Share and on the Exams notice board in the staff room.

It is the responsibility of the Head of Centre to ensure that trained knowledgeable staff are available to keep the exam office basically running without occurring late fees and disadvantaging students when the need arises.

It is the responsibility of the Exam Office to produce a calendar of key events in the Examination cycle including information involving deadline dates for key events not exhaustive but to include

- Entry deadline dates
- Withdrawal dates
- Coursework deadline dates
- Exam dates.

The Exams officer is to brief a member of the office team who will be agreed with The Head of Centre and Deputy Headteacher. The staff member will be responsible for shadowing the Exams Officer to brief and able to carry out essential tasks in the event of the Exams Officers absence.

Entries

The progress of entries is to be documented and recorded during the Exams Officer's monthly one to one meetings.

The statement of entries is to be signed by each Learning Leader once processed and kept on file for the academic year with the Exams Officer.

The Head of Centre is responsible for ensuring that in the event of the Exams Officer being absent that entries are processed in good time to ensure that no late fees or penalties are incurred by the Centre.

As a special school, it is the responsibility of Teachers to communicate "normal way of working" for all of the students to the Exams Officer when students commence Year 10. This enables access arrangements to be applied for in a timely manner.

Teachers are to provide evidence of a student's normal way of working before any mock examinations occurs and evidence to be kept on file.

A pupil's Educational health care plan will document their normal way of working in class to enable access arrangements to be applied for in a timely manner.

In the event that a JCQ form 8 needs to be completed outside Professionals will be employed by the school to complete any formal tests to secure access arrangements not covered on a student's EHCP.

Pre-Exams

Access arrangements agreed by awarding bodies and evidence are held on file with the examinations officer and a cover sheet is present confirming the needs and requirements of each student.

Details of deadline dates to order modified papers are added to the deadline dates in the office with the Exams Officer, should modified papers need to be ordered.

It is the responsibility of the Exams Officer to ensure that all learning partners who may support students in public examinations have received training and understand the support they are allowed to provide pupils.

It is the responsibility of the Exams Officer and Head of Centre to ensure that any access arrangements which have been granted are in place and any additional equipment required is sourced and in place before any mock examinations to ensure that they are fit for purpose.

Access arrangements are in place before the end of the spring term to ensure that any additional staff and equipment is ordered in good time. In the event of emergency access arrangements required these will be applied for by the Exams officer.

Exam Time

A seating plan listing all candidate's needs and access arrangements are provided in each exam room to the respective invigilator. It is the responsibility of the Exams

Officer to ensure that any access arrangements are in place in the examination room.

The Exams Officer will liaise with The Head of Centre and teachers to ensure that all deadlines set by the examination board are adhered to.

Deadlines will be circulated in a timely manner to all staff and published on staff share and visibly available on the exam noticeboard in the staff room. It is the responsibility of the Exams Officer to raise any concerns as soon as they are made aware to the Deputy Head teacher and the Head of Centre concerning any deadlines they are concerned about.

Learning Leaders to ensure that they regularly communicate with the Exams officer concerning deadlines and advice in advance of any difficulties.

The Exams Officer to keep an up to date list of all staff who are invigilator trained, and a list of those staff who have been formally trained in providing support to pupils for public exams.

Exams officer to ensure that training records are accurate and maintained including dates of when staff have been trained and the dates when scheduled training is due for renewal.

All teachers and Learning partners are trained to invigilate public exams.

Staffing for public exams is planned shortly well in advance. Dates for public examinations as soon as they are known are publicised on the Valley Calendar. Staffing is planned shortly after entries are made and continually reviewed to ensure that we have adequate staff to pupil ratio's taking on board the needs of our pupils and their access arrangements.

Exams Officer to liaise with SLT to ensure annual invigilator training

Exams Officer to highlight at the earliest opportunity any shortfalls of trained invigilators to the Head of Centre, and SLT.

Exams officer to ensure that invigilator training is available and up to date in all rooms used for exams.

Exams officer to ensure that all special access arrangements are clearly available for invigilators and fully understood.

Disruption to the school site

The Valley school is a large site. We have a dedicated area in school where we host formal examinations. In the event that the main examination rooms cannot be utilised then the theatre area and sports hall within the school grounds will be utilised for examinations.

In the event that the school site cannot be used for formal public exams it is the responsibility of the Head of Centre, SLT and the Examinations Officer to seek alternative accommodation and to communicate this to all students and the Examination awarding body.

Examination scripts and stationary stored at the school will be transported to the new venue and security of the scripts and stationary will be maintained throughout. In the event that the school site cannot be accessed the Examination Officer will liaise with the awarding body.

The Exams Officer, in consultation with Awarding bodies and The Head of Centre, will organise for formal examinations to take place at neighbouring centres.

Entries are to be made by the examination officer in a timely manner. The Examination officer will collate entries in good time to ensure that entries are processed before the examination board deadline.

ICT Issues

In the event of MIS system failure Exams Officer to collate results and log on to each examinations boards online portal in order for results to be processed.

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Head of Centre

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Examinations Officer

Date

The policy is reviewed annually and is further amended in the light of changes from DfE, JCQ or awarding bodies.

APPENDICES:

- 1) Examination Responsibilities
- 2) Use of Word processors
- 3) Examination Emergency Policy
- 4) Examination Emergencies for display
- 5) Examination Room Notes
- 6) Examination Incident Report Form
- 7) Controlled Assessment Policy
- 8) Internal Assessment Appeals Process
- 9) Risk Assessment

Appendix 1 .

Examination responsibilities

1.1 Head of Centre:

- Has overall responsibility for the school as an examination centre
- advises on appeals and re-marks
- is responsible for reporting all suspicions or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- contingency planning

1.2 Deputy Headteacher is responsible for:

- organisation of teaching and learning
- external validation of courses followed at key stage 4
- quality nominee (Btec).

1.3 Examinations Officer:

- manages the administration of public and internal examinations
- advises the Senior Leadership Team, Learning Leaders/Subject Leaders, Teachers and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies
- oversees the production and distribution to staff an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- collects estimated entries from Learning Leaders/Subject Leaders and informs examination boards where necessary
- maintains systems and processes to support the timely entry of candidates for their examinations
- liaises with Learning Leaders/Subject Leaders to identify candidate's requirements for access arrangements and arrange appropriate testing
- collects from Learning Leaders/Subject Leaders/Teachers evidence of candidate's normal way of working within the centre and collate for JCQ inspection
- processes any necessary applications for access arrangements and special consideration using the JCQ *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- arranges the access arrangements required by candidates in the examination rooms
- ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them

- consults with teaching staff to ensure that necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- receives, checks and stores securely all examination papers and completed scripts and ensures scripts are dispatched as per the guidelines
- identifies and manages examination timetable clashes
- accounts for income and expenditures relating to all examination costs/charges
- organises the training and monitoring of a team of examination Invigilators responsible for the conduct of examinations
- organises the training of examination support staff to ensure regulations are followed when supporting candidates with access arrangements. The main access arrangements used are a reader, scribe, prompt, supervised rest breaks and extra time
- ensures candidates' coursework/controlled assessment marks are submitted correctly and on schedule, including any other material required by the appropriate awarding bodies.
- tracks, dispatches and distributes returned coursework/controlled assessments
- arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests

1.4 Learning Leaders/Subject Leaders are responsible for:

- guidance and pastoral oversight of candidates who are unsure about examination entries or amendments to entries
- ensuring the Examinations Officer and candidates parents are aware of any changes made to entries in good time
- the 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
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the examinations officer
- accurate completion of pupil examination access evidence forms to provide a picture of need/normal way of working and adherence to deadlines as set by the Examinations Officer
- accurate completion of coursework/controlled assessment mark sheets and declaration sheets and adherence to deadlines as set by the Examinations Officer
- involvement in post-results procedures
- follow JCQ regulations at all times

1.5 Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Learning Leader/Subject Leader and/or Examinations Officer
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Learning Leader/Subject Leader/Examinations Officer
- identification of candidates' requirements for access arrangements and notifying the Examinations Officer in good time so that they are able to put in place examination day arrangements (as soon as possible after the start of the course)
- accurate completion of pupil examination access evidence forms to provide a picture of need/normal way of working and adherence to deadlines as set by the Examinations Officer
- accurate completion of coursework mark sheets, declaration sheets and adherence to deadlines as set by the Learning Leader/Subject Leader/Examinations Officer
- submission of candidates' names to Learning Leaders/Subject Leaders
- Follow the JCQ regulations at all times. These can be found in the staff room, on the internal staff share and in the Examinations room.

1.6 Invigilators are responsible for:

- assisting the Examinations Officer in the efficient running of examinations according to the JCQ regulations
- collection of examination papers and other material from the Examinations Officer before the start of the examination
- supervising the examination according to the Examination Officers instructions, handbook and JCQ regulations
- recording any incidents during the examination on the Examination Room Notes Form (Appendix 2) and providing any other information needed
- collection of all examination papers in the correct order at the end of the examination and their return to the Examinations Officer

1.7 Examination room support are responsible for:

- assisting the Examinations Officer and Invigilator in the efficient running of examinations according to the handbooks, JCQ regulations and Examinations Officer instructions

1.8 Reception/School Office:

- A log must be kept at reception recording the delivery of confidential materials. Each awarding body's deliveries and the number of boxes received must be logged. The Examinations Officer must be informed immediately of the delivery so that the materials are kept securely at all times. In the absence of the Examinations Officer the Office Manager will ensure the materials are locked in the secure storage and the Examinations Officer informed of the delivery on their return.

1.9 Candidates are responsible for:

- understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework/controlled assessment as their own
- ensuring they conduct themselves in all examinations according to the JCQ regulations

APPENDIX 2

The use of Word Processors

Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties

The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

The use of a word processor is not granted where it will compromise the assessment objective of the specification in question.

The use of a word processor for candidates is only granted if it reflects the support given the candidate as their "normal way of working" which is defined as support.

In the classroom where appropriate:

Working in small groups for reading and or writing

- Literacy support
- Literacy interventions
- Internal school tests/examinations
- Mock examinations.

The Valley School complies with JCQ access arrangements. A word processor will be provided in examinations under the following terms

Provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off).

Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand).

Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification.

The Exams Officer will ensure The Valley School complies with the instructions for conducting examinations by ensuring :-

- Word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- any unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination

- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis.

The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate. Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments.

Appendix 3

3.1 Examination Emergency Policy

In an emergency such as a fire alarm or a bomb alert, the Invigilator must take the following action:

Candidates to stop work immediately leave all work in the examination room and to be evacuated to safety, Invigilator to secure the exam room.

Invigilator to note the time that the exam started and was stopped.

Examination Officer to be notified immediately as well as Head of Centre.

Invigilator to collect evacuation form on exit of the examination room.

Candidates to remain under exam conditions, supervised and separate from the main school cohort.

Candidates to be escorted to a separate area within the main designated safe area, to remain with the invigilator and Exams Officer.

Exams Officer to contact Examination Awarding bodies for advice.

Exams Officer to work with Head of Centre, SLT following advice sought from the Awarding bodies.

When site is declared safe for candidates to return and continue their examination. For appropriate paperwork to be completed and signed by the invigilator and Exams Officer.

On each Invigilator's desk there are Examination Emergency Instructions, laminated in orange (Appendix 4) along with an Examination Emergency List that must be given to the Officer in Charge at the assembly point, stating if all pupils and staff are present. Room evacuation details are located near each door.

The candidates must be allowed the full working time set for the examination, assuming resumption of the examination is viable. If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.

Invigilators must use the Examination Room Notes Form (Appendix 5) to record any incidents during the examination. If an incident needs to be reported to the Examinations Officer then the Examination Incident Report Form (Appendix 6) must be used. A full report must be made of the incident and of the action taken, and sent to the relevant awarding body.

Emergency evacuation procedures are reviewed before each examination to take into account any needs of disabled candidates. The Valley School Health & Safety Policy is followed.

3.2 In the event of a school closure

If a centre is scheduled to hold examinations during a closure it is the responsibility of the Head of Centre, SLT and Exams Officer to agree an alternative site.

For the Head of Centre, SLT and Exams Officer to organise transport for all candidates to be transported to the alternative venue.

Subject leaders to work in consultation with SLT to plan arrangements to meet coursework

Appropriate teaching and pupil support arrangements to be made by Subject Leaders & teachers to enable subject to maintain teaching and support the meeting of deadlines. Exams Officer to contact Awarding bodies and to filter to Subject leaders the guidance provided.

Exams Officer to ensure that all alternative arrangements to support candidates in the event of a closure to be communicated to parents, by means of telephone, parentmail and the school website, to ensure that parents/careers are aware of exam arrangements for their child.

Exams Officer to work with Head of Centre, SLT and initiate the school contingency plan in the event of long term closure.

Exams Officer to ensure that all Awarding Bodies are notified and follow any protocols issued by the Examination Officer.

Any pupils arriving late as a result of an incident will sit their examination as normal and Exams Officer to ensure late attendance procedures are adhered to and the necessary paperwork completed.

Parents, carers and candidates to be kept informed about the situation via telephone calls, parent mail, and school website.

The Head of Centre, SLT and the Exams Officer will ensure that parents, careers and candidates are fully informed about the situation by telephone, parent mail and the school website.

The Head of Centre has agreed with a small number of staff that in the event the centre is closed due to inclement weather or a heating malfunction or other incidents that staff in the local area will still attend the centre to facilitate the exam when possible at the site.

The Exams Officer will liaise with the awarding bodies and follow their advice given. If the site cannot be used an alternative venue will be arranged and all Parents, carers and candidates notified accordingly.

In the event that papers are not distributed to the centre. The Exams Officer will contact the Awarding body.

The Exams Officer will ensure that papers are downloaded from the secure portal and stored to JCQ regulations.

The Exams officer will ensure that all examination scripts are kept secure and to JCQ storage regulations.

The Exams officer will liaise with the Parcelforce worldwide the normal collection agency.

The Exams officer will co-ordinate with the awarding bodies and agree suitable alternatives.

Examinations will be administered as timetabled. Should the start time be delayed, the Exams Officer to be notified and for JCQ regulations to be followed.

In the event that assessment evidence is not available to be marked, the Head of Centre and Deputy Headteacher will be notified immediately.

The Exams Officer will contact the awarding bodies and notify them of such incidents and act upon the advice given.

In the event that the centre is not able to distribute results as normal, the Exams Officer, in collaboration with the Head of Centre, will agree a suitable alternative method of distributing results.

The Exams Officer will liaise with the Awarding bodies and act upon advice given.

Contingency plans are available via email and on the shared network and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

3.3 In the event of a school lockdown

3.3.1 Before an examination

- If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:
- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

Invigilators will :-

- lock all windows and close all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- take an attendance register/head count if possible
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

3.3.2 During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

Invigilators will:

- tell candidates to stop writing immediately and turn their papers over.

- collect the attendance register
 - make a note of time when the examination was suspended
 - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
 - where safe/possible, communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode).
 - lock all windows and close all curtains/blinds
 - switch off all lights
 - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
 - The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services
 - If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
 - The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

3.3.3 After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

Invigilators will:

- stop dismissing candidates from the exam room
- instruct candidates who have left the room to re-enter the exam room
- instruct candidates to remain silent and hide under examination tables
- where safe/possible, communicate (via mobile phone) the situation to the exams officer (ensuring that all mobile phones are on 'silent' mode).
- lock all windows and close all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room

- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

Where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

3.3.4 Ending a lockdown

The lockdown will be ended by either

- the sound of a defined alarm or
- the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination.

Invigilators will then:

- ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
- recalculate the revised finish time(s) to allow for the full exam time
- tell the candidates to turn their papers over and re-start their exam
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)

The exams officer will

- provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
- safely/securely store all collected exam papers and materials pending awarding body advice/guidance

Where applicable/possible/available, SLT/exams officer will

- negotiate any alternative exam sittings with the awarding bodies
- offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)

- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
 - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

Appendix 4

Examination Emergencies for display

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

- **Stop the candidates from writing.**
- **Collect the attendance register and evacuate the examination room** in line with the instructions given by the appropriate authority.
- **Advise candidates to leave all question papers and scripts in the examination room.**
- Candidates should leave the room in silence.
- **Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination (stay as a separate group, not going back to forms).** Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination, assuming resumption of examination is viable.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

APPENDIX 5

Examination Room Notes (for Invigilator use)

Exam: Date:

Invigilator:

Time stop	Time start	Pupil Name	Staff Name	Event (eg rest break)	Comment / action taken	Need to inform Exams Officer?

The Invigilator must use this form to record any incidents eg. supervised rest breaks, fire alarm evacuation and questions pupils ask. The form will be copied to the Subject Teacher for information and used to complete an Incident Report Form (appendix 6), if needed.

APPENDIX 6

Examination Incident Report Form

The Valley School

Centre Number 17732

Examination details

Examination

title

.....

Paper Awarding body

Date Start time Room

Invigilator's name:

Invigilator's signature:

1 1

2 2

3 3

4 4

Reporting different start time

Revised start time

Reason for different start time

.....

Reporting disturbances and irregularities

Report below any disturbances or irregularities that occurred during the examination. Remember to note the time and duration of any disturbance or irregularity, and any action taken. Use additional paper if necessary and attach it to this report form. If the incident does not involve all candidates, please give details of those affected, quoting their name(s) and candidate number(s).

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APPENDIX 7

Controlled Assessment Policy

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Learning Leaders/Subject Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year.

As part of this resolve:

- clashes/problems over the timing or operation of controlled assessments
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
- Ensure that all staff involved has a calendar of events.
- Create, publish and update an internal appeals policy for controlled assessments.

Learning Leaders/Subject Leaders

- Decide on the awarding body and specification for a particular GCSE /Entry Level/Functional Skill/Arts Award/City & Guild.
- Standardise internally the marking of all Teachers involved in assessing an internally assessed component.
- Ensure that individual Teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual Teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Ensure Teachers comply with the general guidelines contained in the current JCQ publication Instructions for conducting controlled assessments.
- When coursework is marked, it must be annotated to show clearly how credit has been awarded. Candidates' work must be dated by teachers to reflect the time at which it was marked. It is the responsibility of centres to carefully check the marks they are submitting to an awarding body in order to minimise errors. Marks for all candidates, not just the sample submitted, must be checked by the centre for both addition and transcription errors before submission.
- All Teachers must sign a declaration of authentication after the work has been completed confirming that the work is solely that of the candidate and it was completed under the required conditions.

Teaching staff

- Understand and comply with the general guidelines contained in the current JCQ publication Instructions for conducting controlled assessments.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the examinations office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the examinations office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results, or as otherwise instructed by the Awarding Body. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Request assistance from the Examinations Officer for any support required for the administration and management of access arrangements. Staff supporting students with access arrangements must be appropriately trained.
- On completion, notify the Examinations Officer of dates and times of all controlled assessments undertaken including supervising staff, other staff and all pupils present.
- Notify the Examinations Officer of any access arrangements used during controlled assessments.

Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external examination or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the examinations office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for access arrangement support staff are met.
- Keep records of dates and times of all controlled assessments undertaken including supervising staff, other staff and all pupils present. Subject teachers will provide this information.
- Keep records of any access arrangements used during controlled assessments. Subject teachers will provide this information.

Appendix 8

Internal Assessment Appeals Process

This applies to Entry Level, GCSE, BTEC coursework, performance etc providing the work is assessed internally.

If at any stage during your examination courses you have concerns about the procedures used in assessing your internally marked work for public examinations (e.g. coursework / portfolio / projects), then you **MUST** initially discuss this with Mr Hawkins. Hopefully this will resolve the issue.

If the matter is not resolved for you then you should see the Examinations Officer as soon as possible to discuss whether a formal appeal could be made. Any appeal is very much a last resort, and a request for an appeal will not be accepted unless these other avenues have first been explored. It is expected that appeals will be extremely rare.

An appeal would be very weak if you have not kept to the agreed deadlines (unless this is what the appeal is about), or you have not tried to sort it out within two weeks of the problem arising.

The Valley School is committed to ensuring that:

- internal assessments are conducted by staff that have the appropriate knowledge, understanding and skills
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification
- the consistency of internal assessment is secured through internal standardisation
- staff responsible for standardisation have been properly trained
- the school will comply fully with the JCQ guidelines

Appeals may be made to the school regarding the procedures used in internal assessment, but not against the actual marks or grades. Appeals concerning matters outside the school's control will not be accepted.

A pupil or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal, and a written appeal to the Head of Centre must be received by the school before the deadline for appeal has passed.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Head of Centre or his/her representative.

This enquiry will consider whether the procedures used in the internal assessment conformed to the published requirements of the awarding body.

The school would encourage the candidate to be supported by a parent, carer or advocate in the presentation of their case. The appeal decision will be recorded and filed.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the awarding body and of any steps taken further to protect the interests of the candidate(s).

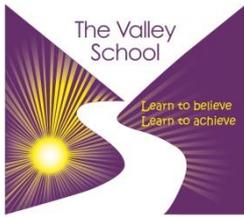
APPENDIX 9

Risk Assessment for examination procedure

Risk	Early warning	Control to prevent	Control to resolve
Invigilator does not turn up	Telephone call or not in staff briefing		All Learning Partners are trained Invigilators. Allocate another.
Fire alarm goes off			Ensure invigilators are aware of policy. SLT to assist in maintaining security of exam. Allocate specific area for exams.
Student taken ill during exam			Students' medication will be available in the examination room. First aider on call. Special Consideration for all students.
Bad weather or transport problems	Weather report	Possible delay to start of exam	Delay start, contact Awarding Body (AB) isolation of candidates if late and hold staggered sessions if necessary. Special Consideration
Students do not turn up for exam	Do not register	Student timetables, calendars and information from Subject Teachers	Examinations Officer or the school office telephones the student. If they arrive late find an Invigilator and room, if necessary.
Students turn up who are not entered		Learning Leader/Subject Leader ensures entry checklists are correct	Send them away if they are definitely not doing the exam or find a paper, seat them, amend attendance list, seating plans and make entry.
Cheating in the room	Invigilator reports problem	Warning to candidate and information from tutor	Invigilator aware of policy, SLT on-call to deal with malpractice issue. Parent/Carer informed. Report made and dealt with as JCQ regulations.
Disruption in the room	Invigilator reports problem	Warning to candidate and info from tutors. Info from tutors to EO re problem students in order to isolate.	Invigilator aware of policy, SLT on-call to deal with malpractice issues. Parent/Carer informed.

Late arrivals	Phone call or just turn up late	Candidate timetables, calendars and information from tutors	Invigilator aware of policy. Complete late arrivals form. Parent/Carer informed, if necessary.
EO does not turn up	Phone call	Regular meetings with line manager	SLT to have back-up policy.
Exam room flooded	Check room, or problem reported	Regular premises checks	Find alternative accommodation. Special Consideration
Wrong entry made – incorrect paper		Learning Leader/SL to ensure entry checklists are correct	Contact AB for copy of correct paper if necessary. Provide exam paper, seat and amend entry.
EO leaves/long term sick	Notification from EO	Regular meeting with line manager	SLT to have back-up policy
Curriculum model changes	Government white paper. Information from DfE and AB's		Planning and Action Plan to implement changes. Review of job description?
Damage to office		Regular premises checks	Need AB's handbooks, new equipment, phone line and office space. Copies of relevant information from Learning Leaders/Subject Leaders.
System failure or power cut			Contact IT support or site staff to contact an electrician, if necessary. Contact AB to inform entries will be late.
Receiving inaccurate or late entry information		Learning Leaders/Subject Leaders to ensure entry checklists are correct and on time.	If problem is recurring see SLT.
Change of syllabus and no notification	Pre-release material does not arrive. Materials arrive that are not expected.	Learning Leaders/Subject Leaders to ensure entry checklists are correct.	Contact AB
Learning Leader/Subject Leader long term sick or leaves	Resignation or sick note.		Replacement to be nominated and EO to have input in training.
AB communications systems fail	Papers do not arrive, on-line systems incorrect, difficult to contact by telephone.		Contact JCQ to report problem. Give extra time for checking.

Risk	Early warning	Control to prevent	Control to resolve
Absence of Exams Officer due to illness on exams day	Exams officer contacts school	Spare secure storage keys held by Office Manager. Exam room keys, Invigilator mobile in the secure storage. Exam arrangements in black box in the Exams Office if room not already set up.	Spare secure storage keys held by Office Manager. Exam room keys, Invigilator mobile in the secure storage. Exam arrangements in black box in the Exams Office if room not already set up.
Computer malfunction	Unable to access online documentation	Notify IT manager	Contact awarding Body
Fire during examination	Smoke/flames	Invigilators are aware of fire procedure; Adequate fire alarms	Follow evacuation procedures
Fire in exam rooms cannot be used for exam		Contingency plans for spare rooms with furniture	Exams run in alternative space
Non-receipt of exam papers	Papers not available prior to exam day	Check paper receipt well in advance – contact exam boards in good time	
Human error	Pupils entered for wrong tier/examination	Checks by Student (statement of entry) and staff (exam lists) should avoid this	



THE VALLEY SCHOOL

ACCREDITATION – APPENDIX A

JULY 2021

KEY PRINCIPLES

“Learn to Believe – Learn to Achieve”

“Different for Different”

- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of individual pupil and historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

KEY RESPONSIBILITIES & KEY PRACTICES

Roles and Responsibilities

This section gives details of the roles and responsibilities within our centre:

Head of Centre

- Our Head of Centre, Corina Foster, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for The Valley School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Subject Leaders

Our Senior Leadership Team and Subject Leaders will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Subject Leader Checklist is completed for each qualification that they are submitting.

Teachers

Our teachers will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training

This section provides details of the approach our centre will take to training, support and guidance in determining teacher assessed grades this year

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.

- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

A. Use of evidence

This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Awarding teacher assessed grades based on evidence

We give details here of our centre's approach to awarding teacher assessed grades.

- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Subject Leaders. Any necessary variations for individual students will also be shared.

Internal quality assurance

This section gives details of our approach to internal standardisation, within and across subject departments.

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand both The Valley School Accreditation Policy and this Appendix.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).

- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre.
 - This will be the Deputy Headteacher (Accreditation)
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of Teacher Assessed Grades to results for previous cohorts

This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years.

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

This section gives details of changes in our cohorts that need to be reflected in our comparisons.

- We will omit subjects that we no longer offer from the historical data.
- We will make judgements that take full account of emerging qualifications and changes over the last 3 years

B. Addressing Disruption/Differentiated Lost Learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.
- As a Specialist Provision, the impact of lockdown has differed from most mainstream settings.
- The Valley School has remained open to learners and, where students have not been able to attend, individualised teaching has been in place.
- A blended model of delivery has been in place and has included face-to-face and remote learning.

Objectivity

This section gives a summary of the arrangements in place within our centre in relation to objectivity.

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Subject Leaders and Centre will consider:

- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Subject Leaders maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.

- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

D. Authenticating evidence

This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which include monitoring by Senior Leaders, are in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.
- Qualifications where coursework or non-examined assessment forms part of the course implement the same procedures in order to ensure the authenticity of pupil work. Practical assessments (in subjects such as Food Preparation and Hygiene and Music Technology) are also held, again in high control conditions, in order to ensure authenticity in the work produced by pupils.
- Nearly all evidence will come from assessments that take place in school. These include ensuring pupils complete internal assessments in high controlled conditions (the same as would be used for external examinations). The students sign and date to confirm this is their work. There are two examples where this is not the case:
 1. The student is isolating at home. In this case, the parent is briefed by our Examinations Officer and asked to sign and submit records of home assessments to maintain integrity.
 2. Some internally assessed work (coursework) has been completed at home. In this case, Teachers have seen previous drafts and can compare marks to prior and current attainment to check for inconsistencies. The student will be asked to authenticate their work by signing and dating that the work is their own.
- Where we have concerns about the authenticity of evidence our Quality Nominee and Head of Centre investigate this at centre level to determine whether the work has been completed by the pupil concerned.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.
- AQA - www.aqa.org.uk
- Edexcel – www.qualifications.pearson.com
- OCR – www.ocr.org.uk
- OCNLR - www.ocnlondon.org.uk
- TRINITY - www.trinitycollege.com/ (Arts Award - also links through www.artsaward.org.uk)

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

B. Malpractice

This section details the measures in place in our centre to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

C. Conflicts of Interest

This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.

- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - [General Regulations for Approved Centres, 1 September 2020 to 31 August 2021](#).
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

A. External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

A. Results

This section details our approach to the issue of results to students and the provision of advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians will be made aware of arrangements for results days.

A. Appeals

This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.