

DOVE HOUSE SCHOOL ACADEMY TRUST

EXAMINATIONS POLICY

Policy issued 2 nd February 2017
Approved by Tom Pegler, Headteacher, Annie Benton, Chair of Governors
SignedTom Pegler and Annie Benton.....
Approved at Governing Body on 2 nd February 2017 Next Review to be February 2018 Additional Appendix 1&2 approved 2 nd February 2017

consisting of:-

Examination Policy

Examination Assessment Decisions Policy

Controlled Assessment Examinations Policy

(outlining Staff Responsibilities)

Controlled Assessment Examinations Policy

(Risk Management Process)

Exam Contingency Plan

Emergency Evacuation Procedure (Exams)

DOVE HOUSE SCHOOL ACADEMY EXAMINATIONS POLICY

GCSE, BTEC, Clait/ITQ, Entry Level, Functional Skills + Sports Leaders; BCS Learning & Development Ltd – ECDL Accreditation, NCFE qualifications and EDEXCEL awards

Rationale

Public examinations provide vital summative assessment, generally at the end of key stage 4. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge understanding and skills achieved. To this end Dove House participates willingly in the administration of these examinations in the best interests of the students and the school.

Purposes

To ensure that:

- The exams system in Dove House combines entitlement with flexibility
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent; administration helps them to achieve their best
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour
- Staff understand fully their obligations and responsibilities with relation to examinations
- Dove House meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- Candidates and parents are kept fully informed of examination requirements, procedures and results.

There are two areas covered in this policy.

1. Internal policies for the benefit of teaching and non teaching staff and invigilators
2. Policies for Candidates and Parents

Internal Policies

Choice of Specification and Awarding Body

- It is at the professional discretion of subject departments to choose which exam board offers the most appropriate specification designed to meet overall curriculum requirements.
- Any changes in specifications must be notified to the examinations officer by subject teachers responsible for examinations as soon as they are known. This applies equally to a change of board where revised intentions to enter/estimated numbers are required up to ten months ahead of exams being sat.
- Examinations specifications are generally available online and may be downloaded via PDF for inspection.

Entries

- It is essential that all entries are made accurately and within deadlines posted by exam boards.
- In all cases entry forms will be issued to subjects by the exam officer. These need to be completed and returned within the required time frame.

- When making entries it is essential that correct entry codes are given and checked by subjects.
- Entry forms must be returned to the exams officer who will enter candidates' details electronically via EDI in all cases. The exception to this is Edexcel-Entry Level entries which is not available on-line. Entries will be made via e-mail or through a third party entry provider.
- Entry codes for all subjects need to include codes for the individual units. Without both of these, entries will be incomplete and incur heavy financial penalties. It is the responsibility of subjects to inform the exams officer accurately.

Amendments

- As a rule amendments to entries should be avoided
- Requests for changes should be made before the deadlines in order to avoid incurring costly penalties.

Coursework

Internally Assessed

- In all cases subjects are responsible for collating coursework marks. These should be provided accurately and in good time to the exams officer.
- All coursework marks forms required by exam boards should be given to the exams officer who will submit these to the appropriate boards.

Externally Assessed

- Subjects should arrange for coursework to be sent to the marker in good time before any advised cut off date.
- All paperwork including Candidate Record Forms and Centre Declaration Sheets need to be completed by subjects and included with samples to be sent to boards or moderators.
- All candidates must complete 'Candidate Authentication Statement' Forms for all subjects.
- Returned coursework will be distributed to departments by the exams officer. All coursework must be retained securely by departments until all dates for possible recall or appeal against marks awarded have passed. In practical terms this means holding on to coursework at least until certificates have been issued to students.

Access Arrangements

- All arrangements or access must be made by the PALS coordinator
- Applications need to be submitted on-line in the September preceding the exam series
- Full details of levels of access are held by the PALS coordinator
- Special arrangements will be made in appropriate locations for all pupils entitled to support.

Exam Clashes

- Should students have clashes they will be informed by the exams officer of the situation and arrangements would be made in accordance with the JCQ examination procedure document and Awarding Bodies guidelines.
- Candidates who take an examination earlier than the published starting time must stay under centre supervision until one hour after the awarding body's published starting time for that examination. Details of these arrangements will be advised in advance of the day.
- Candidates who take an examination later than the published starting time shown on the timetable must be kept under centre supervision from 30 minutes after the published starting time for the paper concerned until they begin the examination. Details of these arrangements will be advised in advance of the day.

Storage of Papers

- On arrival in school all exam materials will be stored securely in the safe in the exam officer's cupboard.
- Security of all material is the responsibility of the exams officer at all times whilst such materials are present on site. Any breach of security will be reported to the Head Teacher and directly to the appropriate exam board(s).
- Exam papers and other required materials will be distributed from the safe to lead invigilators immediately prior to the required session.

Exam Venues

- The main venue for exams will be the Hall, and sports hall. Classrooms will be used depending on numbers of candidates to be accommodated.
- A seating plan will be produced by the exams officer with appropriate spacing according to JCQ standards. The deployment of readers and scribes will be the responsibility of the exams officer/deputy head and this will be indicated on the seating plan.
- The exams officer and subject teachers are responsible for ensuring that all venues have the required signage including notices and warnings to candidates, silence notices, mobile phone warnings etc. All done in accordance with JCQ regulations.
- Sufficient clocks and whiteboards for exam times will be provided by the exams officer.

Invigilation

- Invigilators, readers and scribes will be organised by the exams officer and senior management team.
- The training of invigilators is the responsibility of the exams officer.
- The training of readers and scribes is the responsibility of the PALS coordinator.
- Exams will be started and finished by the senior invigilators.
- The issue of malpractice is dealt with in accordance with JCQ regulations. In all suspected cases of malpractice it is essential that the exams officer and senior management are informed immediately.

Special Consideration

- All requests for special consideration must be discussed with the exams officer.
- It is the responsibility of the exams officer and subject teacher to complete required paperwork and send to appropriate board(s) within the time frame published for each exam season.

Results

- Paper statements of results are issued in sealed envelopes to students by senior management staff on the day the results are received in school.
- Results that have not been collected will be posted to students at the end of the day that the results are received in school.

Distribution of Certificates

- On arrival in school all certificates are checked and these will be stored safely in Exams Office safe.
- Pupils will receive all their certificates at the presentation evening, usually in October.

- Certificates that are not presented will be posted to students the day after presentation evening.

Footnote

It is the aim of the exams officer, and all others involved in the process outlined herein, to ensure the smooth running of all aspects of examinations. In doing so we will provide students with an environment in which they will feel confident and secure enabling them to perform to the best of their ability.

Policy for Candidates and Parents

See Appendix Attached

- BCS Learning : Quality Assurance Procedure : Appendix 1 Attached

Dove House School

Controlled Assessment Examination Policy

Outlining Staff Responsibilities

Controlled assessments were brought in by the previous Government in order to address the fact that there were significant concerns about the extent to which the work produced by pupils was actually theirs. The general principle behind controlled assessments is that independent research and preparation can take place out of lessons but the actual writing of the coursework must be done under strict supervision

The aims of this policy are indicated below:

- To ensure that pupils/students are given the support they need to maximise the opportunity to achieve.
- To ensure that controlled assessments are well organised/managed so that they run smoothly without problems.
- To ensure that departments are given sufficient support to manage the controlled assessment process

In order that we conform to national and exam board regulations with regard to controlled assignments it is vital that we have a co-ordinated approach.

Responsibilities are outlined below.

Senior Leadership Team

- To ensure the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. Ensure that there are no clashes and that the assessments are evenly spread throughout the year wherever possible.
- To 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.)
- To ensure that all staff involved have a calendar of events
- To create, publish and update an internal appeals policy for controlled assessments.

Examinations Officer

- Enter learners for all units, whether assessed by controlled assessment internally, or externally assessed, before the awarding body deadline.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- To provide Departments with guidance and information from examination boards.
- To liaise with the Subject Leaders and pass on guidance/information as appropriate.
- To ensure that all mark sheets have been sent to the awarding bodies before deadlines.
- To oversee formal student appeals.
- To provide Subject Leaders with the information, support and guidance they need in order to comply with JCQ requirements.
- To provide Subject Leaders with the information, support and guidance they need in order that they can best support and maximise the performance of our students.
- To ensure that Departments have sufficient information and guidance to organise and manage their controlled assessments effectively.
- To co-ordinate access to ICT facilities whenever they are required.
- To monitor Department processes and procedures in order to ensure compliance with JCQ requirements and support student performance.

Subject Leader

- It is the responsibility of each Subject Leader to obtain the controlled assessment task details from the exam boards.
- The Subject Leader must plan and implement controlled assessments in the light of examination board instructions/guidance and ensure that students are given sufficient guidance and support as appropriate.
- Teachers should have familiarised themselves with the JCQ document that explains the supervision requirements – copies are available from the Examinations officer.
- The Subject Leader should choose the most appropriate time for the controlled assessment to take place.
- The Controlled Assessment may take place during timetabled class time.
- Subjects must plan when and how the assessment will take place, taking into account the accommodation and resources required. The Exams Officer should be notified when high level controlled assessment is taking place.

- Relevant display materials must be removed or covered up, where appropriate.
- All staff must be aware of the relevant level of control permitted (high, medium or low) as this will determine the level of permitted supervision e.g. high control means that students are under exam conditions.
 - Formal (high level of control); or
 - Informal (medium level of control); or
 - Limited (low level of control)
- To keep work completed in controlled assessments secure. Secure storage is defined as “a secure locked steel cabinet, a metal cabinet or similar cabinet”. Work should be kept secure (unless stated otherwise) until the examination results are published or until the results of appeals are accepted.
- Hard copies of work produced over several sessions must be collected at the end of each session and stored securely. Work produced electronically will be kept secure through the use of our secure network.
- To assess student performance as required by the examination board and to submit marks to the awarding body by the date required. Where marking is to be carried out by a team of teachers then internal moderation procedures should be implemented.
- To ensure that a “Declaration of Authentication” has been signed and dated by the student and the teacher.
- Ensure that Hannah Walsh has been informed and access arrangements are in place for all eligible candidates
- To keep all assessment materials (including mark schemes) issued by an awarding body secure throughout the assessment process.
- To collect and send mark sheets to awarding bodies before deadlines.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

ICT Nominated Technician

- To set up access accounts as requested by departments.
- To liaise with the Subject Leaders if problems are encountered.
- To set up secure laptops for use in examinations.

DOVE HOUSE SCHOOL ACADEMY

Controlled Assessment Examination Policy

Risk Management Process

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	DD,TP All subject leaders
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	DD,TP All subject leaders
Classroom assistants not available on the allocated days	Plan assessments in advance	Negotiate with classroom assistants in advance of the tests. Train all CA's in case of absence	HW, All CA's, All subject staff
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	DD,TP, All staff
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		DD,TP, All staff
Computers broken/unavailable on the day	Reserve ICT area booked in advance/Other computers available	ICT technician booked in for the test days. Plan ahead for room reservations	MT, DD, All teachers.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	DD, TP, All Staff
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	DD, All staff
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	DD, Subject staff
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		Subject staff, DD
Candidates have a scheduling clash for exams or assessment (possibly offsite on consortium teaching)	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	Subject staff,DD

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	DD/MPI
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Subject teachers. CA's
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Training of all teaching and classroom staff involved in test. Ensure there is at least one reserve member of staff is also trained	DD
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.	A group of teachers to be trained as supervisors to cover any absence.	DD

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	Subject staff,DD
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Subject staff,DD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Subject staff, DD,TP
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	Subject Staff DD,MPI
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	DD, MPi

** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	Subject staff, DD
Deadlines for marking and/or paperwork not met by teaching staff/ assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	Subject staff, DD
Authentication			
Candidate fails to sign authentication form.	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	Subject staff, DD
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	Subject staff/assessors, DD

POLICY FOR EXAMINATION ASSESSMENT DECISIONS

GCSE, BTEC, Clait/ITQ, Entry Level, Functional Skills + Sports Leaders, NCFE, EDEXCEL Awards.

Dove House School Academy policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding. In all cases, the final awarding decisions are taken by the Awarding Bodies: AQA; OCR; Edexcel; WJEC; CCEA and others.

This document covers the schools' policy in dealing with the Awarding Bodies, the Joint Council for Qualifications (JCQ), internal departments, officers of the school and any other parties involved in awarding matters.

Examinations and Procedures Relating to Examinations

Examinations policy is decided by the Strategy Group with reference to the guidance and regulations supplied by the JCQ and the Awarding Bodies. The Examinations Officer is responsible to the Head Teacher for the day to day administration of the examinations system.

All candidates should note that the Awarding Bodies are often unable to process appeals and queries relating to the examinations process, timetabling, internal assessment or complaints from students or parents. All queries of this type must be raised in the first instance with the school Examinations Officer. Should a complaint relating to the administration of some part of the exams process be made against the Examinations Officer, this must first be notified to Mr Pegler (Headteacher).

At the time of the exams, candidates must be aware of the JCQ 'Warning to Candidates', a copy of which is posted outside of each examinations room. During examinations, candidates must follow any instructions given to them by the Examinations Officer, member of the Examinations Office staff or any Invigilator present. Candidates must also be aware of the regulations regarding the submission of coursework, particularly those relating to the proper acknowledgement of sources. Failure to do so can result in the Awarding Bodies or the JCQ setting penalties which can include official reprimands, loss of examination marks or in extreme cases the loss of all examination results and banning from future examinations.

The school undertakes to run the examinations system in accordance with the published JCQ guidance, given in the Instructions for the Conduct of Examinations (I.C.E.) document, and others.

Internal Assessment

The Awarding Bodies require school centres offering their examinations to:

1. have a published appeals procedure relating to internal assessment decisions;
2. make this document available and accessible to candidates.

The Awarding Body will moderate the assessed coursework/oral tapes and the final mark awarded is that of the Awarding Body. This mark is outside the control of the school and is not covered by this procedure.

The school will ensure that:

1. work submitted by the candidate for assessment has been authenticated as original work according to the guidance issued by the Joint Council;

2. at the beginning of the course, candidates are given written guidance about the Awarding Bodies regulations on the production of coursework and the school's deadlines for submission. Information about the school's appeals procedure, together with this document, will be given at the same time;
3. within each department, candidates are given adequate and appropriate time to produce the coursework;
4. internal assessments are conducted by staff who have an appropriate level of knowledge, understanding and skill;
5. the consistency of the internal assessment is secured through the departmental mark scheme or marking criteria and internal standardization, as necessary;
6. the staff responsible for internal standardization of a subject will attend any training sessions given by the relevant Awarding Body.

Internal Appeals Procedure

1. The grounds for appeal relate only to the procedures used in arriving at internal assessment decisions or the production of externally assessed work and do not apply to the judgement themselves.
2. The appeal must be made in writing to the School's Examinations Officer by 31 May of the year that the coursework was assessed. The grounds for the appeal must be clearly stated. The candidate can be supported in the presentation of their case by a parent/carer/friend.
3. The Examinations Officer, to lead the enquiry provided that the Examinations Officer has played no part in the original assessment process. An experienced member of staff or School Governor to act as an independent member will also be on the panel.
4. The panel will examine the evidence for the procedures used in the assessment, decide upon their appropriateness and that the procedures have been properly followed as required by the Awarding Body concerned. The enquiry will be completed by the end of June of that examination series.
5. The panel's findings will be formally reported back to the candidate/parent/carer at the beginning of July.
6. Records of the request for the appeal, the evidence, deliberations of the panel and the result will be kept by the Examinations Officer and made available to the Awarding Body if required.
7. In relation to BCS Learning & Development Ltd – ECDL Accreditation there is a separate Learner Appeals Procedure at the end of this document: Appendix 2.

GCSE Coursework Procedure at Dove House School Academy

1. Coursework is defined as any piece of written or practical work which is marked by the school or an external examiner and which contributes to a GCSE Award.
2. Students must read and understand fully the Notice to Candidates from the Joint Council for Qualifications about GCSE Coursework Regulations (attached).

3. Irregularities in coursework discovered prior to the student signing a declaration of authentication will not be reported to the Awarding Body but dealt with as an internal disciplinary matter. The work will not gain any credit.
4. An irregularity in coursework discovered after the signing of the declaration of authentication by the student will be reported to the Awarding Body which may lead to disqualification from the subject.
5. Coursework must be handed in by the agreed published departmental deadline.
6. All students are given the same and sufficient time to complete the work.
7. Students are given clear instructions as to the time and place for handing in the work.
8. The work must be handed in by the student to the designated teacher and not given to another student to hand in.
9. If the student is absent from school on the deadline day, a parent/carer or friend must bring the work to school to be handed in to meet the deadline.
10. If it is impossible to deliver the work to school, the Deputy Head must be contacted by phone on the deadline day for advice.
11. If the coursework has not been completed by the deadline, the incomplete work must be handed in on the deadline day to receive a mark. There will be no further opportunity to complete this work for an improved mark.
12. Normally there will be no extension of a coursework deadline if a student is absent for a day or two during the period that the coursework is being completed.
13. If there are any special circumstances e.g. prolonged absence covered by a medical certificate, there is a possibility of an extension but this must be negotiated with the Examinations Officer in conjunction with the headteacher . A note will be given to the subject leader and parents to confirm the extension.

Coursework Appeals Procedure

1. The Joint Council for Qualifications Code of Practice requires schools to have a published appeals procedure relating to internal assessment decisions.
2. The grounds for appeal relate only to the procedure used in arriving at internal assessment decisions and do not apply to the judgements themselves.
3. Appeals must be made in writing by 31 May of the year that the work was assessed to the examinations officer/headteacher.

Word Processor Policy

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, early in the autumn term, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) (AA) and [Instructions for conducting examinations](#) ICE.

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2016/17* and ICE to JCQ *Instructions for conducting examinations 2016/17*.

Principles for using a word processor

Dove House School Academy Trust complies with AA section 4 regulations as follows:

(AA 4.2.1)

- 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.

(AA 4.2.2)

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

(AA 4.2.3)

- 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.

(AA 4.2.4)

- The use of a word processor is agreed/processed at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework.
- Candidates are aware that they will have the use of a word processor for examinations and controlled assessments/coursework.

(AA 4.2.5)

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - in the classroom; or
 - working in small groups for reading and/or writing; or
 - literacy support lessons; or
 - literacy intervention strategies; and/or
 - in internal school tests and mock examinations

The use of a word processor

Dove House School Academy Trust complies with AA section 5 as follows:

(AA 5.8.1)

- Provides 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 where it is their normal way of working (see 4.2.5 above) within the centre.

- 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).

(AA 5.8.2)

- Provides access to word processors to candidates in controlled assessments or coursework components as standard practice unless prohibited by the specification.

(AA 5.8.3)

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

(AA 5.8.4)

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and attached to each candidate's typed script.
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates.
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home.

Word processors and their programmes

Dove House School Academy complies with ICE 8.8 instructions 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
- an 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 attached to any answer booklet which contains some of the answers
- 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 scribe cover sheet attached), 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

Laptops, Tablets and Word Processors

Dove House School Academy further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- each page is appropriately numbered.
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- it is possible to set up 'autosave' onto each laptop/tablet
- candidates granted the use of a word processor are present at the end of the examination when their script is printed off so they can verify that the work printed off is their own.

Examinations Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Dove House School Academy Trust, Basingstoke. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to “*have in place and be available for inspection purposes, a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;*”

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
 - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
 - annual exams plan not produced identifying essential key tasks, key dates and deadlines
 - sufficient invigilators not recruited and trained
- *Entries*
 - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
 - candidates not being entered with awarding bodies for external exams/assessment
 - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
 - exam timetabling, rooming allocation; and invigilation schedules not prepared
 - candidates not briefed on exam timetables and awarding body information for candidates
 - exam/assessment materials and candidates' work not stored under required secure conditions
 - internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
 - exams/assessments not taken under the conditions prescribed by awarding bodies
 - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
 - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
 - access to examination results affecting the distribution of results to candidates
 - the facilitation of the post-results services

Centre actions:

- Planning
 - In all cases refer to Exams Offices Files and Key dates / Time Line documents.
 - SLT to collect data and collate information on qualifications and awarding body specifications being delivered.
 - SLT to produce key tasks; dates and deadlines.
 - SLT to recruit and train additional invigilators.
- Entries
 - Refer to Key Dates Document.
 - SLT to cover the tasks in relation to all entries with awarding bodies; or delegate appropriately.
- Pre-exams
 - SLT to arrange timetabling, rooming allocation; and invigilation schedules
 - Arrange Subject Leaders to undertake safe storage of assessment materials in exams storage room.
 - Subject Leaders to undertake internal assessment marks and samples of candidates' work submission to awarding bodies / external moderators.
- Exam Time
 - SLT to refer to JCQ ICE booklet and awarding bodies.
 - SLT to refer to Exams Officers Files for guidance. Key dates / timeline documentation.
 - SLT to ensure all scripts are checked and dispatched as required to awarding bodies.
- Results and Post-results
 - SLT to appoint a deputy to download results and distribute to candidates.
 - SLT to work with subject leader regarding post-results services. Refer to awarding bodies for process.

2. PALS extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - candidates not tested/assessed to identify potential access arrangement requirements
 - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
 - approval for access arrangements not applied for to the awarding body
 - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
 - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
 - access arrangement candidate support not arranged for exam rooms

Centre actions:

- Planning
 - Ensure PALs dept can deputise in testing and collating evidence for access arrangement requirements.
- Pre-exams

- Ensure PALS dept can deputise in access arrangement applications.
- Special modified papers are requested for by PALS department, with advice from Exams Officer.
- Exams Officer and SLT provide training for supporting readers and scribes.
- Exam Time
 - PALS staff train readers and scribes before each exam. All PALS staff are able to train.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received*
- *Final entry information not provided to the exams officer on time; resulting in:*
 - *candidates not being entered for exams/assessments or being entered late*
 - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- Exam Officer to request HoD / subject teachers to provide information.
- Exam Officer to ensure that final entry information is provided by HoD / subject teachers, in the case of absence.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- Exam Officer to ensure sufficient number of trained invigilators available over the exams season. This number to include reserve invigilators, to cover shortfall/sickness.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*

- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- Exams Officer to work with SLT in good time to ensure all exam rooms available for the main exam period. All staff should be informed and venues shown on calendar.
- Ensure possible alternative rooms are highlighted in case of unexpected changes.

6. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions:

- Inform parents, carers and pupils about the closure and advise them of the plans put in place to address the problem.
- Inform Awarding Organisations of disruption to teaching time in relation to examinations process.
- Organise with alternative, planned venues and organisations for use of their facilities; prioritising the students who are approaching or currently sitting examinations.
- Advise candidates to, where appropriate, sit examinations in the next series.

7. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions:

- Offer alternative venue for students to sit examination.
- Obtain approval from awarding organisations of change in centre.
- Apply to awarding organisations for special consideration.
- Offer candidates the opportunity of sitting examinations in the next series.

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions:

- Inform parents, carers and students of disruption to examination procedure and centre's plans to continue with examination series.
- Inform Awarding Organisations of the disruption to centre's examination series.
- Examination students to be given priority to use the available space at the centre, where appropriate.
- Organise alternative accommodation; with awarding organisations approval; to proceed with timetabled examinations ie: other centres.
- Apply to awarding organisations for special consideration for candidates.
- Offer candidates the opportunity to sit any examinations missed in the next series.

9. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions:

- Communicate with awarding organisations to organise alternative delivery of papers.

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions:

- Inform the relevant awarding organisation of failure of script despatch; and advise that collection has been re-arranged.
- Store scripts in Exams Safe until collection.

11. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions:

- Immediate communication to awarding organisations involved; parents, carers and students.
- Liaise with awarding organisations to generate candidate marks for affected assessments base on appropriate evidence of achievement.

12. Centre unable to distribute results as normal

Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions:

- Contact Awarding Bodies to inform of alternative plan to distribute results (ie: e-mail / alternative venue).
- Inform parents, carers or alternative arrangements to receive results and discuss post-results services.

Causes 7-13 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

JCQ

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergencies and severe weather: schools and early years settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

Policy for Candidates and Parents

Entries

- Students will be entered for exams when they have completed necessary coursework and made satisfactory progress within the subject. Once entered they may only be withdrawn or have their tier altered if circumstances have changed which will be to the detriment of the pupil if the present course of entry is continued.
- When amendments to entry or personal details are needed these must be made by direct contact with the exams officer well before the date of the exam.

Fees

- Exam entry fees are expensive. The school will pay for the first attempt at any level.

Timetable Issues

- The schools default times for the start of examinations are 9.15/9.30 and 1.15/1.30. This may occasionally vary and students will be informed.
- If exams require that alternative transport arrangement will required at the end of the day it is the responsibility of the subject teacher to inform parents.
- The exams officer will inform parents and pupils of the exam timetable well in advance of the first examination.
- It is the responsibility of all candidates to arrive at the correct exam venue no less than ten minutes before the advertised starting time.
- The exams officer will inform students of any clashes and the arrangements that will resolve this issue.

Expectations during Exams

Behaviour

- Students need to be aware of the need for excellent personal and group behaviour at all times. This is essential to create a positive atmosphere in which exams may be sat. Behaviour issues will be dealt with by senior members of staff. Any malpractice within the exam room will be dealt with in strict accordance with the guidelines published to students at the start of each exam season. Students will be made fully aware of these guidelines by subject staff and the exams officer.

Uniform

- Students will wear full school uniform

Mobile Phones

- Any student found with a mobile phone or any other such communication device will be reported to the exam board and can expect to be disqualified from at least that subject.
- Mobile phones should not be brought to school unless prior arrangements have been made with a member of staff. Under these circumstances the phone should be given to the member of staff before entering the examination room and returned to the candidate at the end of the examination; or kept in student's locker during the day.
PLEASE NOTE THAT DOVE HOUSE WILL NOT ACCEPT RESPONSIBILITY FOR THE SECURITY OF ANY PHONE ANY WHERE ON THE SCHOOL PREMISES AT ANY TIME. THEY ARE BROUGHT INTO SCHOOL ENTIRELY AT THE RISK OF THE OWNER.

Exam Equipment

- Any equipment needed for the exams will be provided by the subject staff responsible for the exam.
- Pupils may bring their own pens, pencils, rubbers etc but these must be in a clear plastic case.
- Water is permitted in the drinking bottles provided by the school. All personal bottles should be plain, clear plastic – no labels. Should bottles be opaque; they are to stand on the floor next to the student during the course of the examination; and when used – returned to the floor.

Arriving Late

- Pupils who arrive late for an exam you should contact the exams officer or a senior member of staff who will escort you to the exam where the chief invigilator will be informed and take the necessary action.
- The amount of time pupils will be allowed will depend upon your time of arrival.
- If pupils arrive after the exam has ended you will not be allowed to sit it.

Leaving Exams Early

- You will only be allowed to leave an exam early with the direct permission of the exams officer. This will only be granted in exceptional circumstances.
- You will be expected to remain silently in the exam room until dismissed.
- If you disrupt and disturb others you will be penalised by being disqualified from the exam. Your behaviour will be reported to the exam board.

Results

- Dates and times for collection/distribution of results will be notified to all candidates prior to the end of the exam sessions.
- Students may collect only their own results.
- Students may delegate a parent or responsible adult to collect their results for them. This must be notified in writing to the exams officer/senior management.
- Students who do not collect results in person will receive them by post.
- In some pre-arranged circumstances, it may be possible to fax or e-mail results to students who may, for example be abroad on results day. Here again, the exams officer/senior management must receive written notification.

Post Result Service – Enquiries About Results

- Students may request re-marks for most scripts
- Levels of re-marking vary from clerical checks to full individual re-assessment of papers
- Requests may be made by departments or individuals.
- Costs must be borne by the applicant. A tariff of fees is available from the exams officer.
- Departments or students wishing to make enquiries about results must communicate with the exams officer who will complete the necessary paperwork in conjunction with the subject leader.
- Under no circumstances should direct communication be made to the exam boards.

Appeals Against Internal Assessment of Coursework

- Internally assessed coursework will have been standardised and moderated by subject staff.
- Parents and students may discuss this process with appropriate teachers but the actual marks awarded are at the professional judgement of the teacher and not usually subject to change by parent or student.
- However, internally assessed work is externally moderated and is open to change through this process. Marks may be raised or lowered.
- Once the external moderator has agreed with internally assessed marks there can be no alteration made.
- If an appeal against the process is lodged it will be addressed to the subject leader.
- Decisions regarding the outcome of such appeals will be notified to parents and students in writing.
- All appeals must be dealt with within the time allowed by exam boards.

Appeals Against External Assessment of Coursework

- Appeals may be made by subject leaders when, in their professional judgement, they consider results to be below that expected or predicted.

- The process requires careful communication between the department and the relevant exam board and must be done through the exams officer.
- Parents or students wishing to instigate an appeal of this nature must initially contact the teacher responsible for that subject.

Footnote

In all cases it is the priority of the examinations system within the school to ensure that all candidates achieve optimum results. The aim includes accuracy of exam entry, ensuring correct support for the conduct of examinations and a results service that is efficient and accurate.

Appendix 1

BCS Learning & Development Ltd – ECDL Accreditation Quality Assurance Procedure:

Dove House School Academy is committed to quality Assurance and believes it is an integral part of the Centre's processes.

The focus of Dove House School Academy is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

The provision is regularly monitored and reviewed by Mrs K Hedger.

All staff involved in the administration and / or assessment of qualifications will have undergone relevant training to their role.

All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

Existing invigilators will be observed conducting an assessment at least once a year.

Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

The organisation's policy for Equal Opportunities is followed and monitored.

For manual testing and evidence based assessment:

- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.
- Internal Verification is carried out on an on-going basis.
- All cases of borderline achievement are Internally Verified.
- At least 10% of other assessments are checked across all markers and modules.
- Where a new marker is assessing, all work is double marked until the Centre Manager is satisfied with the standard.
- Internal Verification is recorded on Learner Work and records and on central recording systems.

Appendix 2

BCS Learning & Development Ltd – ECDL Accreditation Learner Appeals Procedure:

The focus of Dove House School Academy is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.

The provision is regularly monitored and reviewed by Mrs K Hedger.

For all assessments:

- Learners who are unhappy with any aspect of the assessment and award process should first discuss the problem with their Centre Representative or the Centre Manager. The reasons for dissatisfaction must be made clear by Learner at this time.
- The Centre will keep a record of such discussion together with date and outcome; within 20 working days.
- If a Learner is not able to resolve an appeal at the approved centre then he/she has the right to appeal to BCS. This may be done via the Centre Manager or direct to the BCS Quality Assurance Team in writing. Learner appeals must be made to BCS as per the BCS Learner Appeals Policy within 20 days of the assessment.
- During any stage of the Appeals Procedure the Learner is entitled to be represented or accompanied, should they wish.

For Manual Marking:

- Where necessary the assessment will be re-marked.
- If this does not provide satisfaction the Learner may raise a formal appeal in writing to the Centre Manager, outlining clearly the circumstance of the appeal.
- If required the assessment will be re-marked again, and any aspects of the Learner's performance during the assessment taken into consideration.
- In some circumstances the Learner may be offered a free re-test (e.g. hardware or software problems).

For Automated Assessment:

- Assessments are undertaken using automated testing software which has been approved by the ECDL Foundation. In the event of a Learner raising a complaint the assessment report that will have been produced by the system will be fully discussed with the Learner.
- An action plan will be agreed and a further assessment date scheduled. In some circumstances the Learner may be offered a free re-test (e.g. if there had been hardware or software problems).

For Evidence Based Assessment:

- The Learner should appeal in writing to the Assessor clearly stating their reasons for disagreement and the evidence in the portfolio which the Learner believes meets the competence requirements of the knowledge and understanding and skills and techniques. The Assessor will meet with the Learner and go through the assessment process, clearly explaining the outcome. The Assessor will confirm the outcome in the writing to the Learner within 20 working days.
- Learners who are not satisfied with the outcome following a meeting with their Assessor, may then appeal in writing to the Internal Verifier. The Internal Verifier will meet with the Learner and the Assessor and will confirm the outcome in writing to the Learner.
- Learners who are not satisfied with the outcome following a meeting with their Assessor and Internal Verifier and have exhausted all of the internal appeals procedures may then appeal in writing to BCS. The Centre will be requested to provide reports from Stages 1 and 2.

EXAMINATION Evacuation Procedures
in the event of a fire alarm or similar emergency

Please refer to the instructions in the JCQ booklet (page 39)

When Evacuation Alarm Sounds:

- ❖ Note the time accurately.
- ❖ Take Examination Attendance Register to Assembly Point.
- ❖ Reassure candidates that allowance will be made for the interruption. Ask them to remain silent as they evacuate the building.
- ❖ All question papers and scripts should be left on desks and the doors closed.
- ❖ Evacuate in silence as directed in main Emergency Evacuation Plan.
- ❖ Assemble in front of Support Staff; isolated from other students in school with supervision from invigilators.
- ❖ Keep the candidates isolated and under careful supervision until told it is safe to return. They are not allowed to discuss the examination.

When it is safe to return to the exam room:

- ❖ Make a note of the time when the examination resumes.
- ❖ Allow full time allocation.
- ❖ An incident report is sent to the examining board(s) with a request for special consideration.