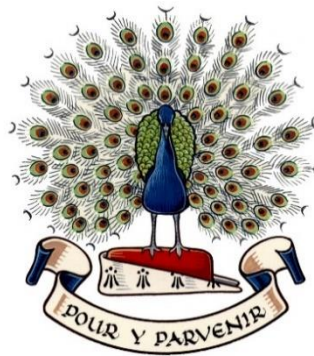


LADY MANNERS SCHOOL

EXAMINATIONS

POLICY



AIMS STATEMENT

At Lady Manners School we strive to attain the highest standards in our work, have respect for others and develop our individual talents.

PURPOSE

The purpose of this examination policy is to ensure:

- that the planning and management of examinations is conducted effectively in the best interest of candidates
- that our system of examination administration is efficient and clear, and staff and students understand what is required and expected of them
- That we comply with the requirements and guidance set out by the Joint Council for Qualifications (JCQ) and the awarding bodies

It is the responsibility of everyone involved in the school's examination processes to read, understand and implement this policy.

1. EXAMINATION RESPONSIBILITIES

Headteacher (Head of Centre)

- Has overall responsibility for the school as an examination centre including advice on appeals and re-marks. The Headteacher is responsible for ensuring that all suspicions or actual incidents of malpractice are reported appropriately in accordance with Joint Council for Qualifications (JCQ) guidelines.
- Ensures safe, secure conduct of examinations and controlled / non-examined assessment.

Examinations Officer

Manages the administration of external and some internal examinations:

- Advises members of the Senior Leadership Team (SLT), Curriculum Leaders and other relevant staff on examination timetables and application procedures as set by the various examination boards.
- Ensures that candidates and their parents and carers are informed of and understand those aspects of the examination timetable that will affect them.
- Advises teaching staff regarding the Boards' deadlines for the submission of controlled / non-examined assessment to ensure they are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries. Enters students for individual units, whether assessed by controlled / non-examined assessment, external examination or on-screen test, before the deadline for final entries.
- Maintains systems and processes to support the timely entry of candidates for their examinations.

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- Receives, checks and stores securely all examination papers and completed scripts, and controlled / non-examined assessment materials.
 - Administers access arrangements and makes applications for special consideration following the regulations in the JCQ guidance on the special consideration process
 - Makes emergency access arrangements applications on the day of exams where required.
 - Identifies and manages examination timetable clashes.
 - Accounts for income and expenditures relating to all examination costs/charges.
 - Line manages and trains the team of invigilators.
 - Creates the invigilators' timetable and ensures the correct number of invigilators are present for each examination, including scribes and readers where appropriate and arranging suitable accommodation for these examinations to take place.
 - Submits candidates' controlled / non-examined assessment marks, tracks despatch and stores returned controlled / non-examined assessment and any other material required by the appropriate awarding bodies correctly and on schedule.
 - Reports all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments.
 - Processes the examination results via the A2C Migration Application and transfers results data onto the SIMS Management Information System (MIS) via Assessment Manager.
 - Liaises with other support staff regarding the arrangements for dissemination of examination results and certificates to candidates.
 - Advise and consult with SLT on any appeals/re-mark requests.
 - Identifies where future procedural improvements might be made.
 - Maintains the record of examination certificates that have been issued, and those that have been destroyed confidentially.
 - Works with the Data Manager to provide a breakdown of results.

Deputy Headteacher - Curriculum

- Authorisation of courses followed at Key Stage 4/Post-16.
- Maps resources including examination rooming and ICT requirements.

Curriculum Leaders

- Decide on an Awarding Body and specification and advise the examinations officer of any changes to the syllabus or assessment details for their subject by the end of the summer term prior to first delivery.
- Ensure that all assessment is taken in the examination series in which the qualification is certificated to satisfy the terminal assessment requirement.
- Obtain the controlled assessment / non-examined task details from the appropriate Awarding Body.

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- Plan when and how the assessment will take place, taking into account the accommodation and resources required, including ICT. The Examinations Officer should be notified when high level controlled assessment is taking place.
 - Ensure that teaching staff and in-class support staff understand the requirements of the specification and their responsibilities with regard to controlled / non-examined assessment. They should take careful note of awarding body guidance and ensure that staff are fully aware of this guidance, including appropriate levels of control - high, medium or low.
 - Ensure secure storage of assessment materials and the safe keeping of students' work. (This responsibility may well be delegated to Assistant Curriculum Leaders). Student work needs to be retained securely until after the closing date for any enquiries about results.
 - Keep the Examinations Officer and Deputy Headteacher (Curriculum) informed of controlled assessment requirements, including informing the Examinations Officer of unit codes for controlled assessments.
 - Ensure appropriate standardisation of student work, where required.
 - Liaise with the school's SENDCo for any assistance required for the management of access arrangements.
 - Arrange for the accurate completion of controlled assessment mark sheets and declaration sheets.
 - Arrange for the accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.
 - Involvement in post-results, review, advice and procedures when necessary.
 - Be available on results day in case decisions on post-results procedures are needed.

Pastoral Leaders (Head of Sixth Form, , Year Tutors)

- Communication of information regarding examinations and timetable arrangements.
- Have an understanding of involvement in post-results procedures to provide guidance to students and parents and carers, where required.

Teachers

- Establish familiarity with guidelines from JCQ and Awarding Bodies in respect of the conduct of examinations and completion of controlled / non-examined assessments.
- Supervise assessments, only permitting assistance to students as the specification allows.
- Ensure that relevant display materials are removed or covered up.
- Mark using the mark schemes provided by the awarding body, keeping a record of marks.
- Retain all work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

SENDCo

- Identification, assessment and recommendations about candidates' requirements for access arrangements.
- Administers and makes applications for access arrangements in accordance with JCQ
- Liaise with the Examinations Officer to ensure access arrangements are put in place for students with learning needs and disabilities.
- Informs subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENDCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

Senior Invigilators and Invigilators

- Collect examination papers and other material from the examinations office before the start of the examination.
- Ensure all examinations are conducted in accordance with the JCQ guidelines.
- Collection of all examination papers in the correct order at the end of the examination and their return to the examinations office.

Candidates

- Check their examination timetables are correct and that they understand the examination rules and regulations.
- Attend all examinations for which they are entered, and complete all examination controlled / non-examined assessment requirements.
- Conduct themselves in the all examinations in accordance with the JCQ guidelines.

Administrative Staff

- Post examination papers and controlled / non-examined assessment.
- Collate and issue examination results
- Ensure there is a traceable record of examination certificate collection

Information Services Officer

- Analyses examination results data, producing appropriate tables and statistics.
- Prepares and presents reports to SLT showing results achieved in relation to expected grades and comparable data for previous years.
- Provides other relevant breakdowns of results as requested by the Headteacher.

2. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

The statutory tests and qualifications offered are decided by the Headteacher, SLT and Curriculum Leaders on behalf of the Governors of Lady Manners School.

The statutory tests and qualifications offered are all approved qualifications for schools in accordance with DfE guidelines.

The subjects offered for these qualifications in any academic year may be found on the school website.

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

3. EXAMINATION TIMETABLES

The Examinations Officer will circulate the examination timetables for internal and external examinations once these are confirmed.

4. ENTRIES, ENTRY DETAILS, LATE ENTRIES AND RETAKES

4.1 Entries

Candidates prepared for a course will be entered for the relevant examination. Non entries will only arise in very exceptional circumstances.

A candidate or parent/carer can request a subject entry, change of level or withdrawal. The final decision about entries however, does remain with the school.

The Centre only accepts external entries from recent former students when there are very exceptional circumstances. In this instance, external candidates are expected to pay for any examination entries.

4.2 Late Entries

Entry deadlines are circulated to Curriculum Leaders via the internal post and email.

Late entries are authorised by Curriculum Leaders and the Deputy Headteacher.

4.3 Retakes

Retake decisions will normally be made in consultation with the candidates, Curriculum Leaders, subject teachers and the Examinations Officer.

(See also section 5: Examination Fees)

5. EXAMINATION FEES

Initial registration and entry examination fees, where this relates to timetabled teaching as part of the curriculum, are paid by the Centre.

Late entry or amendment fees are paid by the departments.

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Reimbursement will be sought from candidates who fail to sit an examination without genuine medical reason, or meet the necessary controlled assessment requirements. The school's Charging and Remissions policy is available on the school's website.

With the exception of retakes in GCSE English and Mathematics, fees for any subsequent retakes of the same examination or module are paid by the candidate, unless there are exceptional circumstances agreed by the Headteacher.

Candidates should normally pay the fee for an enquiry about a result, unless there are exceptional circumstances agreed by the Headteacher. (See also section 11.2: Enquiries About Results [EARs])

6. THE EQUALITY ACT (), PARTICULAR NEEDS AND ACCESS ARRANGEMENTS

6.1 The Equality Act

The Equality Act 2010 extends to general qualifications. All staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

We comply with the legislation including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies and JCQ. This is the responsibility of the Head of Centre, Examinations officer and SENDCo.

6.2 Particular Needs

A candidate's particular needs and requirements are agreed by the SENDCo, doctor and pastoral staff.

Any staff, as part of their pastoral role, may identify other requirements and liaise with the Examinations Officer over any arrangements which may need to be reviewed.

6.3 Access Arrangements

Making special arrangements for candidates to take examinations is the responsibility of the Examinations Officer. Submitting completed access arrangement applications to the awarding bodies and ensuring there is appropriate evidence for the candidate's access arrangements is the responsibility of the SENDCo/Deputy SENDCo and class teachers .

Rooming for access arrangement candidates will be organised by the Examinations Officer and the SENDCo/Deputy SENDCo.

Invigilation and support for access arrangement candidates will be organised by the Examinations Officer and the SENDCo/Deputy SENDCo.

7. MANAGING INVIGILATORS AND EXAMINATION DAYS

7.1 Managing Invigilators

External invigilators will be used for the supervision of external examinations.

The recruitment of invigilators is the responsibility of the Examinations Officer, working with the Human Resources Officer.

Invigilators are timetabled, trained and briefed by the Examinations Officer.

Invigilators' rates of pay are determined by the Governing Body, with reference to County guidelines.

7.2 Examination Days

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator.

The Premises Manager is responsible for setting up the allocated rooms.

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

Senior staff and/or other relevant pastoral staff will help invigilators identify students.

In practical examinations subject teachers may need to be on hand in case of any technical difficulties and subject to JCQ and awarding body guidance. External invigilators will be provided if requested and if appropriate. However, only those members of staff authorised by the Head of Centre, JCQ and awarding body guidance are permitted in the examination rooms.

7.3 Contingency Planning – see Appendix 1

A joint contingency plan is in place to ensure a consistent and effective response in the event of a major disruption to the examination system. This is to safeguard the interests of candidates and to maintain the integrity of the examination process.

Contingency plans are in line with the guidance provided by Ofqual, JCQ and awarding bodies.

7.4 Malpractice

The Head of Centre, in consultation with the Examinations Officer, is responsible for ensuring that malpractice is thoroughly investigated.

See **Appendix 4** for specific measures in place for the 2021 examination season

8. CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION

8.1 Candidates

The school's published rules on acceptable dress and behaviour apply at all times.

Candidates' personal belongings remain their own responsibility and the school accepts no liability for their loss or damage.

In the examination room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specific specification for that subject. This is particularly true of mobile phones and all other electronic devices with text or digital facilities.

Any precluded items must not be taken into the examination room.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to stay for the full examination time.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case a member of staff or invigilator must accompany them.

The Examinations Officer together with pastoral staff 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.

8.2 Clash Candidates

The Examinations Officer will be responsible for arranging an alternative time for the examination and for the necessary isolation rules of any students involved.

8.3 Special Consideration

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the school, or the examination invigilator, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.

The Examinations Officer will then apply on-line only for Special Consideration from the relevant awarding body before the end of the examination series.

9. CONTROLLED / NON-EXAMINED ASSESSMENT AND APPEALS AGAINST INTERNAL ASSESSMENTS

9.1 Controlled / Non-examined Assessment

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Curriculum Leaders will ensure all controlled assessment is ready for despatch before the date set by the awarding body and the Examinations Officer will keep a record of:

- The date assessment was posted
- The name of the assessor

Marks for all internally assessed work are provided to the Examinations Officer by the Curriculum Leaders.

9.2 Internal Verification

There is a separate policy/procedure for the BTEC Assessment and Internal Verification and the BTEC Registration and Certification- see **Appendix 2**.

9.3 The Examinations Officer will inform staff of the deadline for appeals against internal assessments.

Appeals Against Internal Assessments - see Appendix 3

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

10.1 Results

Dates of the results days each year will be publicised to candidates, parents and carers by the school.

Candidates in Years 10, 11, 12 and 13 and external candidates will receive individual results slips on results days in person at the school or by post to their home addresses if requested (candidates to provide stamped addressed envelope). Results will only be given out over the phone or via email if agreed by the Head of Centre.

Arrangements for the school to be open on results days and the provision of staff on results days is the responsibility of the Headteacher.

10.2 Enquiries About Results (EARs)

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

A request for a re-mark or clerical check requires the written consent of the candidate.

A candidate may apply to have an enquiry carried out, for which they will be charged. In some situations the school will contact parents, carers and students about particularly borderline results.

(See section 5: Examination Fees)

All processing of EARs will be the responsibility of the Examinations Officer following JCQ guidance.

10.3 Access to Scripts (ATS)

After the release of results, candidates may request the return of scripts within a deadline specified by the Examinations Officer by completing the relevant form and submission of the required payment.

School staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The charge for this would be passed on to the Department.

No re-marks can be applied for once a script has been returned, unless there is a priority request for an A-level script.

11. CERTIFICATES

Certificates are presented in person and signed for on Speech Day. Certificates are signed for if collected after this event. A traceable record is kept of all certificates that are issued.

Certificates may be collected, from the school office after Speech Day, on behalf of a candidate by a third party, provided they have been authorised to do so and bring identification.

The school retains certificates for one year, after then they are destroyed in a confidential manner. A record of any certificates which are destroyed is retained for 4 years from their date of destruction.

POLICY LINKS

[Controlled Assessment Policy](#)

[Examination Appeals \(Coursework and Internal Assessments\) Procedure](#)

[Equality and Diversity Policy](#)

[Accessibility Plan](#)

APPENDIX 1**EXAMINATIONS CONTINGENCY****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 Lady Manners School. By outlining actions/procedures to be followed 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 information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that "Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur."

CAUSES OF POTENTIAL DISRUPTION TO THE EXAM PROCESS**1. Examination 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

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- 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:

- Line Manager, Deputy Headteacher to liaise with Information Services Officer over entries
- Line Manager, Deputy Headteacher to liaise with Curriculum Leaders and Heads of Year over all aspects of pre and post exam administration
- Senior Invigilator to liaise with Deputy Headteacher regarding exam time issues, potential malpractice, or other issues within the examination room.

2. SENDCo 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:

- SENDCo deputy to liaise with Examinations Officer over SENDCo absence.

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:

- SLT Line Manager and Examinations Officer to liaise with remaining teaching staff.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence**Centre actions:**

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:

- *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:

- Recruitment and training is completed well in advance.
- Examinations Officer and Senior Invigilator to cover absences or shortages, although Lady Manners School's policy is not to work to the minimum ratio requirements.

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

Criteria for implementation of the plan:

- *Examinations 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:

- In an emergency the Main Hall could be utilised for examination purposes or outlying rooms such as the Library and Vocational Centre.

6. Failure of IT systems

Criteria for implementation of the plan:

- *SIMS system failure at final entry deadline*
- *SIMS system failure during exams preparation*
- *SIMS system failure at results release time*

Centre actions:

- Examinations Officer and MIS Manager to liaise with Examination Boards as to appropriate action.

7. *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.

Centre actions:

- Headteacher, Governors, SLT to take the necessary action.
 - Examinations Officer to contact the examination boards for advice and guidance and to inform them of the circumstances affecting candidate access to the school
 - Examinations officer to follow any regulations set by the government and/or examination board following national disruption to candidates' learning
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- Examinations Officer to apply for special consideration for the affected candidate

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
- *In the event that the Head of Centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

Centre actions:

- Examinations Officer to liaise with Head of Centre and to inform awarding bodies.
- Headteacher and Examinations Officer to explore alternative local venues.

9. ***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

Centre actions:

- Consideration would be given on an individual basis as to why they were unable to attend the examination centre. Special consideration may be applied for.

10. ***Disruption to the transportation of completed examination scripts**

*Criteria for implementation of the plan:

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Scripts remain securely stored in exams office or Examinations Officer transports them to the Post Office by collection by Parcelforce.
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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

Centre actions:

- Where applicable, electronic controlled assessment to be stored on the school's server
- Examinations Officer to contact awarding bodies for advice and guidance.

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

Centre actions:

- Examinations Office to contact awarding bodies for advice and guidance
- Email system set up for emailing results if the school is inaccessible
- Communication with parents/carers and students

**information taken from the Joint Contingency Plan for the examination system in England, Wales and Northern Ireland*



Lady Manners School

Assessment and Internal Verification Policy for BTEC Courses

Aim

- To ensure that the assessment methods are valid, reliable and do not disadvantage or advantage any group of learners or individuals.
- To ensure that the assessment procedure is transparent, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions

This policy is to maintain a standardised approach across all units throughout the BTEC course to ensure that:

- Students are provided with assignments that are fit for purpose
- Students are provided with clear and published dates for assignment and assessment deadlines
- Students are informed of where they are in their learning within the framework of the qualification, their expected end point and how they can meet or exceed the expectations set by the school
- Students take part in the assessment process by evaluating their own progress and are able to identify skills which will improve their learning
- Subject teachers use the outcomes of student assessments to plan and structure the learning to support each student in working towards their targets
- Subject teachers assess and report on all aspects of student learning including levels of attainment and engagement in learning
- Subject teachers share good practice and have a clear understanding of the BTEC assessment methodology
- Assessment practices meet the BTEC assessment requirements and are impartial, valid and reliable
- Accurate and detailed records of assessment decisions and internal verification are retained
- A robust and rigorous internal verification procedure feeds into external verification as required by the awarding body

Roles and Responsibilities

- Form Tutors, Year Heads and Curriculum Leaders will monitor broader student learning and, in partnership with the subject teacher, will provide support and intervention to ensure that all students have the opportunity to reach the expectations set by the school
- Subject teachers will set and mark the assessments against the BTEC criteria and awarding body requirements

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- Subject teachers will provide feedback and areas of improvement to the students in line with the awarding body requirements
 - The Lead Internal Verifier (LIV) will monitor the standardisation process of marked assignments and ensure the quality of assessment and assignment briefs

Approach

The subject staff will follow the processes set out below:

- Students will be given a specified time frame to complete a written assignment.
- See Remote Learning Policy for ways of setting the brief during the COVID-19 Pandemic.
- Late work submitted after the original submission date will be classified as a missed deadline. This will be logged.
- Submission dates are indicated on the assignment briefs.
- Extensions may be given for extenuating circumstances (arrangements will need to be discussed with the subject teacher and LIV will need to authorise this in line with the rules set out by the awarding body).

If a student submits a referral, a cause for concern meeting will be requested. This meeting must be attended by the student, the LIV and subject teacher. The LIV may authorise a re-submission if:

- the learner has met all the initial deadlines
- the teacher judges the learner will be able to provide improved evidence without further specific guidance
- the assessor has authenticated that the original work submitted was the learner's own work

A new submission date will be set 10 working days after the student receives the original assessment decision or subject to awarding body timescales.

The Assessment Process

- Subject teachers will clearly exemplify the standards in a format that is accessible to all so that students can access the learning objectives.
 - Subject teachers will share assessment criteria and mark schemes with students.
 - Subject teachers will use a range of formative, diagnostic and student peer and self-assessment to inform students of their progress.
 - Subject teachers will use homework and independent learning to support consolidation of knowledge.
 - Students will be exposed to a range of types of assessment that develop different learning skills.
 - Through the variety of briefs, students will have the opportunity to present their work in a range of formats and through different media; paper, electronic, oral (through presentations – assessed using observational records).
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- Students will be made aware of the importance of the assignment briefs and their relevance to the overall certification.
 - Course information will be shared at the start of the course to outline the BTEC assessment plan, the marking criteria and support materials.

Feedback to learners

General Marking Policy

- Students should know that their work is valued and that their efforts will be acknowledged.
- Students should know how a piece of homework or classwork is to be marked and how they are required to respond as a result of the feedback obtained.
- Students should know how an assignment is to be marked and how they are required to achieve the criteria prior to attempting the work.

Roles and responsibilities

- Subject teachers are responsible for indicating to students which pieces of work will be marked and how it will be marked.
- Curriculum and Senior Leaders are responsible for monitoring the quality of marking and its impact on student progress.

Whilst learners are working on an assessment, subject teachers can give general group feedback and support, particularly around the development of knowledge, understanding and skills.

Feedback could include:

- Guidance on how to approach the knowledge and skills requirements
- Confirmation of deadlines
- Confirmation of which criteria the assessor is targeting and clarification of the assignment brief requirements

Following submission

On the assessment record, assessors should give clear feedback on:

- the criteria the learner achieved (explaining the assessor's decisions)
- the criteria not achieved (and why) although advice on how to improve the assessment must not be included

Feedback could include:

- Which assessment criteria the learner has achieved and what the learner has done well
 - Which assessment criteria the learner has not achieved and what was missing
 - Information or guidance available to the learner they could have drawn upon (e.g. class notes; handouts; resources within the assignment brief)
 - General approach and grammar
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Students will be informed of assessment outcomes via a tracking sheet which is held centrally.

Internal Verification

- The Internal Verifier is at the centre of quality assurance in all BTEC programmes to meet national standards.
- Internal Verifiers will have the knowledge and qualifications relevant to the vocational qualification for which they are responsible to enable accurate judgements to be made.
- Internal Verification will be carried out against the national standards and will include:
 - Carrying out and evaluating internal assessment and quality assurance systems
 - Supporting assessors
 - Monitoring the quality of assessors' performance
 - Meeting external quality assurance requirements
 - Maintaining a tracking document to record assessment

Implementation of Internal Verification

Verification of Assignment Briefs:

- The assessor will write the assignment brief
- The LIV will check the assignment is fit for purpose and that it incorporates;
 - programme details and unit
 - a deadline for the assessment
 - a time frame for the assessment
 - assessment criteria
 - task mapping against the criteria
 - relevance of the tasks set
 - evidence the learner needs to generate
 - vocational context
 - presentation requirements
- The LIV will suggest remedial action before a brief is issued
- The assessor and the LIV will confirm actions have been met
- The brief will be signed and dated by LIV
- The brief will be distributed to students

Verification of Assessment Decisions:

- Students' work will be marked by the assessor
- The LIV will sample assessed work across the grade range
- The LIV will give feedback to the assessor on the awarding of criteria, accuracy, the feedback to the learner and the grading decision. If remedial action is needed, this will be discussed and allocated a timeframe for review.
- The LIV will follow up action recommended ensuring high quality standards are being met and maintained.
- The LIV will sign off the assessment decisions form, once satisfied.
- The LIV will initial and date the 'IV Schedule-Assessment Decisions' form to indicate document sampling.

The Internal Lead Verifier will have responsibility for the above, overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

Lady Manners School

Registration & Certification Policy for BTEC Courses



Aim

- To register individual learners to the correct learning programme within the awarding body timescales
- To claim valid learner certificates within the agreed timescales
- To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner

In order to do this, Lady Manners School will:

- Ensure centre approval is requested and granted for required programmes
- Register each learner on the correct programme within the awarding body requirements
- Ensure the Curriculum Leader checks the registration of learners
- Advise learners of the programme they are registered on
- Advise learners of the estimated completion date
- Report results to the awarding body by the July deadline (2 July 2021) for learners completing at the end of the academic year
- Inform the awarding body of withdrawals, transfers or changes to learner details
- Ensure that prior attainment is considered for students who transfer to the school mid-course
- Ensure that certificate claims are timely and are based on accurate internally verified assessment records
- Audit certification claims made to the awarding body
- Check that all certificates received from the awarding body are accurate and complete
- Provide traceable audit of students having received their certificate
- Keep all records safely and securely for three years post certification

Approach

Verification of courses and learner entry:

- The Curriculum Leader will verify with the awarding body that the course is available for study at KS4/5
- The Deputy Headteacher will give course approval for KS4/5 courses to be run in school
- The examinations officer will produce entry lists for the Curriculum Leader to verify
- The examinations officer will enter the learners for the correct course in accordance with the deadlines provided by the awarding body
- The examinations officer will provide a final learner entry copy to the Curriculum Leader for verification

Transfers and withdrawals

- Students transferring to another provider or transferring to the school mid-course, will have prior attainment and assessment taken into consideration, where applicable
- Where applicable, certificated units will be transferred to the new provider
- Withdrawals will be subject to agreement with the Deputy Headteacher, parents/carers and the Curriculum Leader
- The examinations officer will withdraw candidates in accordance with the awarding body guidelines

Certification

- Certification of assessments will be verified by the Lead Internal Verifier (LIV) in accordance with the Assessment policy for BTEC Courses
- The LIV will liaise with the examinations officer to ensure accurate application for certification
- An audit trail of certification claims and certificates received will be held by the examinations officer
- Any amendments or inaccuracies will be acted upon in accordance with the awarding body guidelines
- Students will sign upon collection of their certificates

The school examinations officer will have responsibility for the above, in conjunction with the Lead Internal Verifier and overseen by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This policy will be reviewed annually by the Quality Nominee (Deputy Headteacher responsible for examinations and vocational / BTEC programmes).

This document should be read in conjunction with the Examinations Policy, The Internal Appeals Procedure and the Assessment Policy for BTEC Courses.

APPENDIX 3**EXAMINATIONS APPEALS PROCEDURE – INTERNAL ASSESSMENTS DECISIONS****1. Background**

Lady Manners School is committed to ensuring that whenever staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work is produced and authenticated according to the requirements of the examinations board. Where a set of work is divided between staff, consistency is assured by internal moderation and standardisation.

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is beyond the control of Lady Manners School and is not covered by this procedure. If a student has concerns about this, a copy of the appeals procedure for the relevant examinations board should be obtained from the Exams Office.

2. The Appeal Procedure

Students may appeal if they feel their coursework / controlled assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification. Appeals may only be made against the process leading to the assessment. There is no direct appeal against the mark or grade awarded.

1. Appeals must be made in writing to the Head of Centre by 30 June or Summer Term entries. The Head of Centre will determine whether the process conformed to the requirements of the awarding body and the examinations code of practice of the QCA.
2. If the Head of Centre is not able to conduct the investigation for any reason, another senior member of staff will be appointed to conduct the investigation.
3. The student will be informed in writing of the outcome of the appeal.
4. The appeal will be logged as a complaint under the complaints procedure. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

This procedure is available from the Exams Office and is available to students and parents/carers on the school website.

APPENDIX 4: Summer examination season 2021

Due to the global pandemic, the public examinations for the summer of 2021 have been cancelled by the government and students will be awarded Teacher Assessed Grades (TAGs).

The process of awarding Teacher Assessed Grades can be found in the school's centre policy submitted to JCQ in April 2021.

The school will ensure that the TAGs are awarded in accordance with the guidance set out by the DFE, Ofqual, JCQ and the awarding bodies.

All staff involved in the awarding and processing of TAGs are required to read and understand the updated examination policy, the centre policy and all guidance published by the DFE, Ofqual, JCQ and the awarding bodies. An internal record will be kept to ensure that staff have read all of the required documents.

Confidentiality, malpractice and conflicts of interest:

Confidentiality:

All staff are informed of the requirements for confidentiality of the TAGs prior to the release of the grades on the stated results days.

The evidence base used to award the TAGs for each student will be shared in line with JCQ guidance.

Malpractice:

As part of the staff training required by JCQ for the awarding of TAGs, staff are informed that malpractice would include:

- breaches of internal security
 - deception, including:
 - fabricating a grade or evidence
 - inflating grades awarded for assessments
 - disregarding the centre policy for awarding TAGs
 - improper assistance to students
 - failure to properly authenticate a student's work
 - over direction of students in preparation for common assessments
 - systematic failure to apply access arrangements or special consideration in accordance with the JCQ grading guidance
 - allegations that centres submit grades that are not supported by evidence
 - allegations that centres submit grades by evidence they know to be inaccurate
 - students entered for a qualification who were not originally intending to certificate a grade in summer 2021
 - grades awarded to students who have not been taught sufficient content to provide the basis for that grade
 - failure to engage with the appeal or External QA process as requested by awarding bodies
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- failure to keep appropriate records of decisions made and teacher assessed grades

Any suspicions or identified incidents of malpractice will be immediately reported to the Head of Centre who will report them to the awarding body using the JCQ M2 form.

The consequences of malpractice are defined in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and include;

- the risk of delay to students receiving their results
- removal of centre status

Staff are also made aware of the process for dealing with any student or parent / carer who attempts to influence grade decision by applying pressure on staff. Any such instance must be reported to the Head of Centre.

Conflicts of interest:

Staff with conflicts of interest (for example; a staff member with a child in an examination year group) are required to state this conflict of interest in writing to the Head of Centre.

The Head of Centre will take appropriate action to manage any conflicts of interest in accordance to the JCQ document: General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.

Where a teacher has a familiar or close relationship with a student they teach, the marking / moderation of any assessment will be delegated to another member of staff and the final grade will have an additional level of verification by the Curriculum Leader or a member of SLT.

Conflicts of interest will also be considered in any future review or appeal situation.

All grading decisions are taken in accordance with all DFE, Ofqual, JCQ and awarding body guidance.