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Our Four Critical Questions

Why do we exist?

To improve outcomes, transform lives and enable social mobility.

How do we behave?

Trust • Kindness • Endeavour

What do we do?

We create a strong network of schools which transform the lives of students by enabling them to achieve high educational and personal goals, regardless of their background.

How do we succeed?

Through a clear backbone, strong culture, academic rigour and smart systems.

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Public examinations

The purpose of this policy is to ensure the planning and management of examinations is conducted effectively and in compliance with the published JCQ regulations and awarding body requirements, thus always maintaining the integrity and security of the examination and assessment system. This is to ensure;

- the planning and management of examinations and assessments is conducted efficiently and in the best interest of candidates
- that the operation of an efficient examination and assessment system for all parties
- everyone involved in the centre's examination and assessment system to read, understand, and implement this policy

1. Examination and Controlled Assessment Staff Responsibilities

Headteacher - Head of Centre:

- Overall responsibility for the school as an exam centre

Deputy Headteacher:

- Delegated responsibility as Head of Centre
- External validation of courses followed at Key Stage 4 / Post-16
- Line Leader for Assistant Principal over seeing exams
- AP line leader for Exams Officer
- Ensures that all candidates have been effectively prepared for examinations
- Target setting and performance analysis
- Evaluation of examination operations
- Provides and annually reviews a policy on the use of word processors in exams and assessments
- Are familiar with the contents and direct relevant staff to annually updated JCQ publications:
    - General Regulations for Approved Centres
    - Instructions for Conducting Examinations
    - Access Arrangements and Reasonable Adjustments
    - Suspected Malpractice - Policies and Procedures
    - Instructions for conducting non-examination assessments
    - Instructions for conducting coursework
    - A guide to the special consideration process

Exams Officer

- Accountable for the safe and secure conduct of public and internal exams. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- Liaises with Head of Departments / Subject Leaders to construct and coordinate annual examination and assessment arrangements
- Map annual resources to accommodate examination and assessment requirements liaising with relevant staff to resolve issues requiring specific facilities e.g., rooms, IT networks etc
- Construct and publish an examination calendar for all staff and parents
- Advises senior leadership, Head of Departments / Subject Leaders, and other relevant support staff on examination and external assessment timetables and the application of procedures as set by the various exam boards
- Responsible for reporting all suspicions or actual incidents of malpractice to the Deputy Headteacher. Refer to the JCQ document *Suspected malpractice in examinations and assessments*
- Ensures candidates and parents are informed and understand aspects of the exam timetable that will affect them
- Enter students for all units and cash in codes before the published deadlines. Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage, and safe transmission, whether in CD or hard copy format
- Receives, checks and stores securely all exam papers and completed scripts
- Facilitates access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*
- Organises the recruitment, training, and monitoring of exams invigilators responsible for the conduct of exams
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with senior leaders, any appeals/review of marking requests
- Manage and maintain systems and processes to support the timely entry of candidates for their exams

- Before each exam period gather conflict of interest form from all staff, log and report any Declarations of Interest to the relevant awarding body

SENCO

- Understands the contents, refers to and directs relevant staff to the annually updated JCQ publications: Access Arrangements and Reasonable Adjustments
- Work with teaching staff to ensure requirements for support staff are met
- Identifies requirements and leads on the applications for access arrangements and reasonable adjustments to ensures the school has processes in place compliant with JCQ regulations
- Ensures the correct procedures are followed as per Chapter 7 of the above JCQ publication
- Liaises with staff and works with the Head of Department of Additional Educational Needs to gather evidence of normal way of working and evidence to support an application for access arrangements
- Determines student eligibility for arrangements or adjustments that are centre delegated
- Ensure access arrangements have been applied for before the published deadline
- Works with the external access arrangements assessor to ensure the correct procedures are followed and provides to the Examinations Officer evidence of the assessor's qualification for JCQ Inspection
- Administration of access arrangements. Gathers signed Personal Data Consent, Privacy Notice and Data Protection confirmation forms and maintains a file of evidence for each student receiving access arrangements applications ensuring availability for JCQ inspection
- Ensures criteria for students granted separate invigilation within the Centre is clear and meets JCQ regulations
- Works with the Head of Department of Additional Educational Needs to apply for approval through Access Arrangements Online via the Centre Admin Portal
- Liaises with the Examinations Officer to organise rooming, invigilation, and support for students with access or special arrangements
- Works with the Examinations Officer to ensure Invigilators fully understand their respective role in the examinations room when supervising a student with Access Arrangements
- Co-operates with the JCQ Centre Inspection Service
- Provides additional support – with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help students achieve their course aims
- In consultation with the Assistant Headteacher annually reviews a policy of the use of word processors in exams and assessments

Head of Department/Subject Leader

- Ensure the Exams Officer is informed of entries for all units (controlled and/or external assessments) by requested deadlines
- Follow checking procedures to ensure accuracy of entries before they are sent to the Exam Boards
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment and the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows. Where an assessor will not be supervising the controlled assessment, he or she **must** arrange for a suitable person to do so, in line with the awarding body specification
- Ensures candidates receive information, advice and guidance on exam entries or amendments to entries

- Involvement in post-results procedures
- Accurate completion of entry, coursework declaration sheets and all other forms adhering to deadlines as set by the Exams Officer. Ensure that learners and assessors sign authentication forms on completion of an assessment
- Tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Analyse examinations results when results are returned to centre, for any remarks or appeals by requested deadlines, inform SLT Examinations lead

Teachers

- Keep updated with Awarding Body subject and teacher-specific information to confirm effective delivery of qualifications
- Undertake key tasks as detailed in this policy within the exams process and meet internal deadlines set by the Examinations Officer, SENCO and Head of Department
- Attend/undertake relevant Awarding Body training/events
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. 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
- Supply to the Head of Department / Subject Leader or Exams Officer details of all unit codes for controlled assessments as requested
- Ensure that learners and assessors sign authentication forms on completion of an assessment

Invigilators

- Attend annual Invigilator training, safeguarding training and review session as required
- Provide information on availability to invigilate and arrive promptly for all scheduled sessions. If unable to attend once scheduled, to organise cover and inform the Examinations Officer
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them
- Ensure that the conduct of the students during public and internal examinations is in accordance with the rules and regulations of the examination's boards and/or school procedures
- Assist the Examinations Officer in the preparation of the examinations room
- Attend to students as soon as they put up their hands (they may not leave their places) and provide additional paper etc. immediately
- DO NOT permit students to leave the examination room 30 minutes at the start or before the end of the paper, except for illness/access arrangement
- Any student leaving the examination room must be supervised.
- Ensure no question paper leaves the examination room before the end of the examination
- Remain vigilant and report any "abnormalities" or "cases of malpractice" to the Examinations Officer immediately
- Complete accurately the attendance sheets according to the instructions on the sheet
- Ensure an incident is logged on the Invigilator Sheet and reported to the Examinations Officer where appropriate
- Complete a seating plan
- Collection of all exam papers in the correct order at the end of the exam and their secure return to the Exams Officer
- Arrange the papers in order according to attendance register
- Collect and sort out unused paper and return to the examination's office

- Return all confidential examination material to the examination's office
- Adherence to the rules and regulations required by the JCQ as set out in their "Instructions for conducting examinations" booklet – a copy will be available in each exam room

Candidates

- Confirmation and signing of entries by requested deadline
- Resolve any queries on their Statement of Entry by carefully checking all details and exams scheduled - ensure their Head of Department / Subject Leader, and the Examinations Officer, is aware of any exam they will not be taking that may be shown
- Understanding NEA/coursework regulations and signing a declaration that authenticates the work as their own
- Arrival at School at least 30 minutes prior for each exam scheduled on their statement of entry students who arrive very late (1 hour after the official start time) for an exam are reported to the Awarding Body and their script may not be accepted by the Awarding Body.
- If a candidate arrives late for an examination, they must report to Main Reception who will phone the EO to collect
- Arrive in full school uniform with the correct equipment
- Ensure all fees for retakes are paid to the school before the deadline set – failure to comply will result in penalty fees charged by the awarding bodies being passed on to the student and may also result in entries not being made

Administrative staff

- Support with the preparation for internal exams when required
- Follow School protocol for the delivery, checking and posting of exam papers
- Support the Examinations Officer in the receipt, secure movement, and dispatch of confidential exam materials, ensuring receipt of such materials is logged and the materials are transferred immediately to the Exams Office.
- Contingency planning: Become an invigilator when required and be given time to complete training

Site and Premise staff

- Support the Examinations Officer in matters relating to exam rooms and resources
- Follow School protocol for the delivery of any examination documents

IT Manager

- Ensure appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically
- Utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so than an up-to-date archive of candidates' evidence is maintained
- Check all equipment 3 days prior to an examination as well as two hours before the examination. Reports back to the Examinations Officer any required updates

Head of Year

- Check attendance
- Verify the identity of all candidates at the time of the examination or assessment
- Make phone calls homes for absentees on day of examination
- Liaise with the attendance officer each morning and afternoon of an examination

2. Escalation process

If the Head of Centre and Deputy Headteacher overseeing public examinations is absent the responsibility for ensuring compliance will be escalated to the Deputy Head who oversees attendance.

Before exam/ assessment

- Areas compliance relates to:
  - *Reference information:*
  - *To support understanding of the regulations and requirements, the following JCQ publications will be referenced:*
  - *General Regulations for Approved Centres Instructions for conducting examinations*
  - *Access Arrangements and Reasonable Adjustments*
  - *Instructions for conducting coursework*
  - *Instructions for conducting non-examination assessments*
  - *Suspected Malpractice – Policies and Procedures A guide to the special consideration process*

Entries and Pre-exams –

- Main areas of compliance relate to:
- The responsibility of the Centre (GR 5)
- Access arrangements and reasonable adjustments Entries
- Centre assessed work
- Candidate information

Reference information:

- *To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:*
  - *General Regulations for Approved Centres (section 5)*
  - *Instructions for conducting examinations (sections 1-15)*
  - *Access Arrangements and Reasonable Adjustments (sections 6-8)*

During examinations/assessments

- Exam time

After examinations/assessments

- Results and Post-Results
- *Reference information: To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including: General Regulations for Approved Centres (section 5)*

3. The statutory tests and qualifications offered

- The statutory tests and qualifications offered at this centre are decided by the Head of Centre, and the Senior Leadership team
- The statutory tests and qualifications offered include: GCE A, AS levels, GCSE and BTEC
- The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the Head of Department / Subject Leader must inform the Examination Officer by the end of the summer term annually

4. Exam seasons and timetables

4.1 Exam seasons

- The schedule for internal exams is published in the School calendar
- External exams are scheduled in November, January, May and June
- BTEC and exams are scheduled throughout the year
- All internal exams are held under external exam conditions wherever possible

4.2 Timetables

- The Deputy Headteacher/Assistant Principal or the Examination Officer will circulate the exam timetables for both external and internal exams once these are confirmed

5. Entries, entry details, late entries, and retakes

5.1 Entries

- Initial registration and entry examination fees are paid by the centre. Subject entry lists are sent to Heads of Departments to check and report amendments by the Examinations Officer's deadline.
- Candidates are selected for their exam entries by the subject teachers, Head of Department / Subject Lead and SLT line lead of the department
- A candidate or parent/carer can request a subject entry in a minority subject – e.g., a foreign language which is their native tongue. These exams will be taken when the student is in Year 10 unless there are special circumstances agreed by the Headteacher/Assistant Headteacher
- The school limits the number of early entries at GCSE to ensure pupils have the maximum time for learning and for intellectual development to be maximised.
- The Centre may consider external entries from former students in exceptional circumstances only.

5.2 Late entries

- Entry deadlines are circulated to Head of Department / Subject Lead via email.
- Statements of entry are sent to exam candidates to check and report amendments by the Examinations Officer's deadline. Failure to meet the Examinations Officer's deadline, which is advised on the entry lists and statement of entry, may result in late/amendment fees and these will be charged to Departments or parents/carers of exam candidates as appropriate
- All late entry requests are to be submitted to the Assistant Headteacher for consideration. If authorized, the Assistant Headteacher will instruct the Exams Officer to make the entry.

6. Exam fees

- GCSE, BTEC, GCE and AS initial registration and entry exam fees are paid by the centre
- Reimbursement may be sought from candidates who fail to sit an exam or meet the necessary coursework requirements unless written medical evidence, or an explanation acceptable to the Deputy Headteacher, is provided
- Reimbursement may be sought from candidates who choose to leave a course after a registration fee has been paid
- Late entry or amendment fees are paid by the faculties or candidates depending on the circumstances

- Candidates or faculties will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies
- The fees for any units to be retaken at the request of the candidate may have to be paid by the candidate
- Candidates may be asked to pay the fee for an enquiry about a result, and this will be refunded if the enquiry results in a change of grade

7. The Equality Act, special needs, and access arrangements

7.1 The Equality Act 2010

- The School refers to the following guidance stated in the JCQ handbook The Equality Act 2010 definition of disability. Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.
    - The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:
    - identifying a physical or mental impairment
    - looking into adverse effects and assessing which are substantial
    - considering if substantial adverse effects are long term.
    - judging the impact of long-term adverse effects on normal day to day activities
- All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law

7.2 Special needs

- A candidate's special needs requirements are determined by the educational psychologist and SEN Department
- The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam.
- The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam

7.3 Access arrangements

- Access arrangements are modifications made in public examinations and controlled conditions for students with evidence of a defined need to allow them to fully display their skills, knowledge and understanding. There are various access arrangements are students can be granted one or more of these depending on their needs with evidence in accordance with JCQ requirements.
- Students have the opportunity to practise using their access arrangements and are responsible for using them correctly in accordance with JCQ regulations during public examinations and controlled assessments.
- Making special arrangements for candidates to take exams is the responsibility of the SENCO and to inform the Examination Officer of requirements for examinations
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO, with support to upload from the Examination Officer
- All Access arrangement applications must be notified to the Examination Officer by the JCQ deadlines:
    November series - 1 November
    January series - 21 October
    Summer series - 21 March
- Rooming for access arrangement candidates will be arranged by the SEN department with the Examination Officer in conjunction with the cover supervisor

- Invigilation and support for access arrangement candidates will be organised by the SEN department with the Examination Officer
- Candidates must be informed that an application for access arrangements will be processed using Access arrangements online, complying with the UK GDPR and the Data Protection Act 2018.

7.4 Key Stage 3

All students on entering Year 7 are tested on spelling, reading and cognitive ability. The results are used to identify students who may need additional support. Throughout KS3, staff may raise further concerns regarding any student, providing evidence where possible. If required, support or intervention will then be put in place and monitored. This history will be recorded and noted as the student's normal way of working.

7.5 Key Stage 4

If new concerns are raised, the same process will be followed as for KS3. The school will then decide if testing for access arrangements is required. Any new student to the school in KS4 must follow the same procedures as for KS3. Evidence required to support an application for access arrangements is gathered during KS3 and during the first term of Year 10. If an extensive history of need has been established by the end of the first term of Year 10 (the beginning of the course), then the student will be formally assessed for assess arrangements. Following the JCQ best practice guidelines, the assessor will be employed within the centre. The school does not accept private assessment reports as evidence for access arrangements.

Students may not require access arrangements for each subject. As subjects and the methods of assessment vary, so the demands on the students will vary. Provided JCQ regulations are met, and in consultation with the Examinations Officer, Form 8s are completed by the school's designated assessor and applications for access arrangements are completed online by SENCO. All necessary paperwork is compiled and filed in the SEN Office for the annual JCQ inspection.

The SENCO who is responsible for making special arrangements for students entitled to access arrangements, will liaise with the Examinations Officer who will organise rooming arrangements, invigilation, support and modified papers.

7.6 Key Stage 5

Existing students joining the Sixth Form will have evidence of history of need and normal way of working. New students joining the sixth form from another centre who have previously been given access arrangements must make themselves known to the SENCO at the beginning of Year 12 and present a copy of Access Arrangements online 'Application Approved' (Form 8). It is the responsibility of the student to obtain these documents on transfer and to present them to the SENCO, no later than the end of September on entry to the school.

If new concerns are raised, the same process will be followed as for KS3 and KS4.

The JCQ conduct annual spot checks to ensure the school's Access Arrangements are in line with the JCQ regulations. The school takes the inspection process very seriously.

8. Managing invigilators and exam days

8.1 Managing invigilators

- External invigilators will be used for all public exam supervision
- The recruitment, training and deployment of invigilators is the responsibility of the Exams Officer
- Securing the necessary DBS clearance for new invigilators is the responsibility of the Office Manager
- DBS fees for securing such clearance are paid by the Office Manager

- Invigilators are timetabled and briefed by the Exams Officer
- Invigilators' rates of pay are set by the Office Manager
- All new invigilators are required to be observed during the first six months and annually thereafter to ensure assessment regulations are being followed
- Existing invigilators should be observed at least once a year

8.2 Exam days

- The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator
- Site and Premise are responsible for setting up the allocated rooms and checked by the Examination Officer
- Invigilator or a member of SLT will start all exams in accordance with JCQ guidelines
- Staff (subject teacher or if they have taught the subject) should not be present in the exam room
- In practical exams subject teachers may be on hand in case of any technical difficulties
- Scripts must not be read by subject teachers or removed from the exam secure storage until 24 hours after the examination has taken place

9. Candidates, clash candidates and special consideration

9.1 Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times
- Candidates' personal belongings remain their own responsibility, and the centre accepts no liability for their loss or damage. Mobile phones are switched off and in bags before entering the examination room – failure to comply will result in disqualification from the paper or subject. Separate rooms, mobile phones will be confiscated before entering the examination room
- Student identification in the exam room is confirmed on their candidate card. This card must be visible to the Examinations Officer, Invigilators and the JCQ Inspector at all times. Students must not write on their candidate card
- Any incidents of malpractice or disruption are dealt with in accordance with JCQ guidelines.
- In any case of malpractice an account will be completed by the member of staff, or invigilator, witnessing the event. The student will also be requested to complete an account detailing what happened and the reason for it at the end of the examination. The Assistant Headteacher and Headteacher will review all statements and take action that is deemed appropriate to the circumstances
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them. It is not expected that any candidate will leave the room within 30 minutes of the start or before the end of an exam. If there is a medical reason for frequently leaving the room then this will be raised to the Examinations Officer at the earliest opportunity and supported by written medical evidence wherever possible
- Heads of Year are responsible for contacting candidates who are late for their exams, or do not turn up at all. Liaise with the Exams Officer and SLT Exams lead for that day
- HoY will inform the Examinations Officer/School Office of any candidate who is not present at the start of an examination. The school will attempt to contact any absent student parents will be charged the relevant entry fee for unauthorised absence
- Candidates are permitted to drink water during their exam, but the water must be in a clear bottle with no writing on it, and any label removed. No food is permitted. Medication must be checked by the Examination Officer prior to the start of the exam

9.2 Clash candidates

- The Examination Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight invigilation in the event of an examination clash where applicable

9.3 Special consideration

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect
- Staff receiving such information should inform the Examinations Officer immediately. Special consideration is a post-examination minor adjustment to a student's mark. This is to reflect temporary illness, temporary injury or some other event outside of the student's control at the time of the exam, where a student has been fully prepared and has covered the whole course, but performance has been affected
- Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor
- The Exams Officer completes the online applications for special consideration to the relevant awarding body at the end of the examination period

10. Coursework and internal assessments - review of marking

Head of Departments / Subject Leaders are committed to ensuring that the marking of candidates' work is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents. Awarding bodies will publish deadlines for the submission of marks.

10.1 Coursework and internally assessed work

- Candidates who have to prepare portfolios should do so by the end of the centre-defined date. This date should be at least 10 working days before the awarding bodies published deadline
- Head of Departments / Subject Leaders will ensure all coursework is ready for despatch at the correct time and will keep a record of what has been sent when and to whom
- Candidates will be informed of their centre assessed marks, at least 15 working days before the awarding bodies published deadline
- Marks for all internally assessed work are provided to the Exams Officer by the Head of Department / Subject Leader. At least 5 working days before the awarding bodies published deadline

10.2 Review of marking for coursework and internal assessments

If candidates request a review of the centre's marking of the assessment, the following JCQ instructions apply:

Any review must be undertaken before marks are submitted to the awarding body. *Sufficient time must be given to candidates in order to allow them to review copies of material, as necessary, and reach a decision. The centre must also allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline. The review must be carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review. The reviewer must ensure that the candidate's mark is consistent with the standard set by the centre. Centres must also make it clear to candidates that any centre assessed marks are subject to change through the moderation process.*

Source: https://www.jcq.org.uk/exams-office/coursework/

Internally assessed units and non-examination assessments

Non-examination assessment is any type of assessment that is not 'externally set and taken by students at the same time under controlled conditions. NEA therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times are classified as NEA. Non-examination assessment applies control over internal assessment at three points: Task setting, task taking and task marking. Students will complete coursework/controlled assessment that is authenticated as original work according to the JCQ document issued in September to appropriate examination students.

All students are given advice about the production of their work and the deadlines to be met. Within departments, all students are given adequate and appropriate time to complete the work. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills and who have been trained in this activity. The consistency of the internal assessments is secured through the departmental mark scheme or marking criteria and internal moderation and standardisation as necessary. Each examination board specifies detailed criteria for internal assessments and appropriate staff attend training sessions given by the examination boards. All pupils completing NEA have been guided to relevant JCQ guidance. JCQ-AI-poster-for-students-2.pdf.

Heads of Departments will input marks for internally marked assessments onto the appropriate exam board secure site and send off samples of coursework to moderators when requested. The examination board must moderate the internally assessed work and the final mark awarded is that of the examination board. This may result in a mark change, either upwards or downwards, even after an internal review. This mark is outside the control of the school and is not covered by this procedure.

The internal review process is in place to ensure consistency of marking within the School, whereas moderation by the Awarding Body ensures that the School marking is in line with national standards. The mark submitted to the Awarding Body is subject to change and should therefore be considered provisional.

Head of Centre will:

- Has in place written internal assessment appeals procedure. This is detailed in this examinations policy
- Ensure arrangements are in place to co-ordinate and standardise all marking of centre assessed components and ensures that centre-assessed work is authenticated, marked, assessed and quality assured in accordance with Awarding Body instructions
- Ensure any irregularities relating to the production of work by students are investigated and reported to the Awarding Body if a student has signed the authentication statement
- Where a conflict of interest is declared, ensure the marked work of the student is not submitted for moderation
- Complete the Head of Centre declaration confirming that students have undertaken, where required, the practical skills activities (e.g. A Level Sciences, GCSE English, Geography)

Senior Leadership Team will:

- Be familiar with the JCQ general guidelines and instructions and be responsible to relevant awarding bodies to ensure that internally marked assessments and NEAs are conducted according to qualification specifications
- Be accountable for the safe and secure conduct of controlled assessments and 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 leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Ensure teaching staff have the necessary and appropriate knowledge and ensure appropriate moderation, standardization and verification processes are in place
- Map overall resource management requirements for the year. As part of this resolve:
    - clashes/ problems over the timing or operation of controlled assessments.
    - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish, and update an internal appeals policy for controlled assessments

SENCO will:

- Liaise with teaching staff to implement appropriate Access Arrangements for students undertaking internal assessments and practical endorsements
- Be familiar with the general guidelines and instructions contained in the JCQ and exam board publications with reference to special access arrangements
- Ensure access arrangements have been applied for
- Work with teaching staff to ensure requirements for support staff are met

Heads of Department/Subject Leaders will:

- Understand and comply with the general guidelines and instructions contained in the JCQ and exam board publications
- For subject endorsements, confirm to Head of Centre that the JCQ/Awarding Body instructions are followed
- Be responsible for the selection of internally marked assessments or NEAs from an approved list or for setting appropriate centre specific tasks
- Standardise internally the marking of all teachers involved in assessing an internally assessed component and keep students' work in secure storage until after the closing date for enquiries about results.
- Ensure that individual teachers understand their responsibilities with regard to internally assessed work and NEAs
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Ensure that appropriate forms and templates for NEA (including endorsements) are used by teachers and students.
- Ensure appropriate procedures are in place to internally standardize/verify the marks awarded by subject teachers and retains evidence that internal standardization has been carried out
- Ensure the required arrangements for practical endorsements are in place and students are assessed using the necessary criteria (e.g. Common Practical Assessment Criteria for A Level Sciences)
- Ensure audio-visual recordings of GCSE English Spoken Language endorsement are provided for monitoring purposes
- Provide required information to the visiting Moderator for A Level practical endorsements
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements
- Ensure that subject teachers use the correct task for the year of submission.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Collaborate with the Examinations Officer to make appropriate arrangements for the security of assessment materials.
- Submit marks for internally marked assessments and NEAs to the appropriate exam board secure site and send off samples of work to moderators when requested, keeping a record of whose work was included in the moderation sample
- Check the final moderated marks and moderator reports and ensure any remedial action, if necessary, is undertaken before the next series

Subject Teachers will:

- Understand and comply with the general guidelines and instructions contained in the JCQ and exam board publications including AI Use in Assessments: Updating the JCQ guidance on AI Use in Assessments - JCQ Joint Council for Qualifications
- Understand and comply with the NEA and relevant awarding body specification, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Obtain consent from parents/carers if videos or photographs/images of students will be included as evidence of participation or contribution
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Provide the attendance register to the Visiting Examiner where applicable to any externally assessed component

- Ensure that students understand the assessment criteria for any given assessment task and the need to reference work, giving guidance on how to do this and making sure that they are aware that they must not plagiarise other material
- Annotate work to facilitate internal standardisation and enable external moderation. Teachers can provide students with general feedback and allow students to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the student to revise it. Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice
- Be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions students can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to students
- Be responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. Teachers may disclose marks to students provided that it is made clear that the moderation process may result in changes to marks. Centres should not attempt to convert marks to grades in advance of the publication of results
- Ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the student's own work
- Ensure that they keep a record of each student's contribution in group work, where applicable
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment. Student authentication declarations must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Mark internally assessed components using the mark schemes provided by the awarding body
- Provide students with their mark for any internally mark work/non-examination assessment at **least 3 weeks** before the mark is due to be submitted to the Exam Board
- Advise students that they may request copies of materials to assist them in considering whether to request a review of the school's marking of the assessment
- Promptly make available, as soon as they are received, copies of materials to candidates
- Via the subject leader, submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to students provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of internally marked assessments and NEAs
- Retain students' work securely between assessment sessions (if more than one). Post completion, retain students' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain students' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements

IT Manager will:

- Ensure appropriate arrangements are in place to restrict access between sessions to students' work where work is stored electronically.
- Utilises appropriate security safeguards such as firewall protection and virus scanning software.
- Employs an effective back-up strategy so than an up-to-date archive of candidates' evidence is maintained.

Examinations Officer will:

- Be familiar with the general guidelines and instructions contained in the JCQ and exam board publications.
- Oversee the submission of students' marks for internally assessed work and NEAs, track despatch and distribute returned work and any other material required by the appropriate examination's boards correctly and on schedule
- Collaborate with Heads of Departments/Subject Leaders to ensure timely submission of marks for internally assessed work and NEAs to the relevant awarding body. Collaborate with Heads of Departments/Subject Leaders to dispatch students' work

• Collaborate with Subject Leaders/Heads of Departments to make appropriate arrangements for the security of assessment materials.
• Where confidential materials are directly received by the exam's office, be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
• On the few occasions where controlled assessment cannot be conducted in the classroom, arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
• Access and forward moderator reports to relevant staff

APPEALS PROCEDURE FOR NEA AND INTERNALLY ASSESSED WORK

• 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 judgements themselves
• Students will be given their centre assessed mark for internally assessed work/NEA at least 3 weeks before the mark is due to be submitted to the Exam Board. This provides students with sufficient time for any review to be completed before the Awarding Body's deadline
• Students are informed that they may request copies of materials to assist them in considering whether to request a review. The school will promptly make these materials available to the student.
• Students/parents/carers should notify the Examinations Officer in writing within 7 workings days of the students receiving their mark if they wish to appeal their mark. Students should be aware that reviews could lead to marks being decreased as well as increased
• The Deputy Headteacher will liaise with the Head of Departments and will nominate an appropriate member of staff to lead the review to ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that student and has no personal interest in the outcome of the review
• The teacher(s) concerned in making the assessment, which is the subject of the appeal, will be given a copy of the appeal and the opportunity to respond in writing, with a copy sent to the student.
• The reviewer will ensure that the student's mark is consistent with the standard set by the school
• The reviewer will inform the student promptly in writing of the final outcome of the review of the school's marking. The reviewer will pass to the Examinations Officer records of the review, evidence, and deliberations to be made available to the examination boards if required. The Examinations Officer will make the outcome of the review made known to the Head of Centre.
• The review process will be completed before the Exam Board's deadline.

11. Post results service, and appeals

11.1 Results

- Candidates will receive individual results slips on results days in person at the centre or by email. We will post if requested via email
- Arrangements for the school to be open on results days are to be made by the Business Manager
- The provision of staff on results days is the responsibility of the Deputy Headteacher and Office Manager, this will include members of SLT to be in school on results day

11.2 Review of Marking – ROM

- ROM may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking
- Candidate consent is required for review of marking once they have received their results
- Where a candidate applies to have an enquiry carried out, they will be required to pay in advance the amount charged by the awarding body. (See section 5: Exam fees)

11.3 Access to Scripts - ATS

- After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- If a result is queried, the Examination Officer, Head of Department / Subject Lead and Assistant Headteacher will investigate the feasibility of asking for a review of marking at the centre's expense
- Centre staff may also request scripts for investigation or for teaching purposes.
- Candidate consent is required

12. Certificates

- Certificates can be collected and signed for by the candidate
- Certificates may be collected on behalf of a candidate by a third party, provided they have been suitably authorised in writing to do so
- The centre retains unclaimed certificates for 2 years

13. Examination Contingency Plan

In the absence of any instruction from the relevant awarding organisation we will assume that any exam or timetabled assessment should take place if it is possible for it to do so.

In the event of a fire alarm or lockdown situation sounding (or any other emergency situation arising) during an examination, the first priority of the invigilators is to preserve life. The next priority is to ensure the security of the examination.

In the event of an emergency or fire alarm sounding, the Examinations Officer/Head of Centre will assess the situation and give further instructions.

In an emergency the Examinations Officer/invigilator must take the following action:

- Stop the candidates from writing
- Collect the attendance register (**to ensure all candidates are present**) and evacuate the examination room in line with the instructions displayed in the room
- Advise candidates to leave all question papers and scripts in the examination room
- Candidates should leave the room in silence and will be escorted to the designated fire point on the MUGA
- Lock the door to the examination room
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
- Make a note of the time of the interruption and how long it lasted
- Allow the candidates the full working time set for the examination
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
- Make a full report of the incident and of the action taken, and send to the Examinations Officer

Contingency planning for examination procedure

- *Form to be completed Business Manager and Examinations Officer*

Risk	Early warning	Control to prevent	Control to resolve
EO does not turn up	Phone call	Regular meetings with line manager Keep exams assistant up to date	Headteacher has keys. Exams Assistant aware of procedures
EO leaves/long term sick	Notification from EO	Regular meeting with line manager Keep exams assistant up to date Headteacher to complete Exam Office training for senior leaders	Deputy Headteacher to take responsibility for exams until replacement is employed
Invigilator does not turn up	Phone call /email or exam box not collected	Invigilators to confirm availability by phone or email when timetable received	On busy days employ emergency invigilator and use of admin support to cover
Fire alarm goes off	Alarm. No planned alarm bells during examination times	Upholding the integrity of the exam, invigilators to stay with the candidates at all times	Ensure invigilators are aware of policy. SLT to assist in maintaining security of exam. Students & staff supporting the exam to muster on the MUGA
Fire in sports hall, cannot be used for exam	All main exams held in here - seats 300.	Insufficient exam rooms may violate JCQ rules Inform awarding bodies	Adequate fire alarms Contingency plans for spare rooms – such as gym 1 and or gym 2, main hall, classrooms In the event of parts of the school being out of use at exam time due to an unexpected incident contact other schools within the ORION EDUCATION (TRS/EP) or local secondary and primary schools, and other local halls and sports facilities
Non-receipt of exam papers	Delayed start	Delays and upset to students, students to be held in the Main Hall or with teaching staff in classrooms under formal supervision	Check paper receipt well in advance – contact awarding bodies in good time and make papers available to download -EO to oversee the photocopying and room made secure during this time
Wrong entry made	Candidates entered for incorrect tier	Affects student grade	Check of procedures by student (statement of entry) and staff (entry lists) should avoid this Completed by 21st February
Exam room flooded	Check room, or invigilator reports problem	Regular premises checks	Find alternative accommodation Special Consideration
Student taken ill during exam			Invigilator aware of policy, inform Exams Officer or first aider. Special Consideration.
Bad weather or transport problems	Weather report in advance of exams	Possible delay to start of exam/move exam to central location	Delay start, contact AB, isolation of candidates if late and hold staggered sessions if necessary. In severe weather close school to other students. Move venue to Main Hall.
Damage to examinations office		Regular premises checks	New phone line, computer and office space

System failure or power cut	No planned system upgrade or downtime during examinations	Ensure laptops are charged in advance of examination and students taught to regularly to save work	IT Technicians to be informed of critical deadlines and be available for IT support Entries made in good time to meet entry deadlines allowing for contingency for IT failure Contact other schools within the ORION EDUCATION Trust or another local centre and arrange to use their MIS system to complete the tasks required Student results can be obtained online directly from exam boards using IT at an alternative site / School within the Orion Education and brought to Centre to give to students on results day. Ensure there is a staff computer available for use from home that can access boards secure website areas to complete the above tasks if required Exam Boards informed of IT failure
Receiving inaccurate or late entry information	Prechecks	Subject teachers/HOD's ensure entry checklists are correct and on time. Must go through assistant headteacher in the first instance	Charge late fee to department.
Change of syllabus and no notification	Data gathering information	HOD to notify exams by September in Y12 and Y10	Contact EO
Disruption in the room	Invigilator reports problem	Warning to candidate and assembly on exam regulations	Invigilator aware of procedure, Exams Officer on-call to deal with malpractice issues alongside SLT on that day
Late arrivals	Phone call or just turn up late	Candidate timetable and assemblies	Invigilator aware of policy. Inform Exams Officer and Guidance Manager will be supporting attendance issues. Anyone late after the official start to the exam is reported to the AB
Main Examination venue is not available due to unforeseen circumstances such as fire, flooding, etc…	Regular checks	Regular checks	Alternative site Bromley Football Club.

Contingency Assessment for Controlled Assessments/NEAs

Risk	Early warning	Control to prevent	Control to resolve
Assessment schedule clashes with other activities	Calendar of Events checked	Controlled assessment schedule planned at beginning of academic year	Negotiate with other parties
Insufficient facilities for all candidates		Plan ahead and book rooms/facilities in advance	Data manager (cover purposes) to move timetabled classes
Internet unavailable on day of assessment	Internet/email unavailable	Download set tasks in advance of scheduled controlled assessment	Contact other schools within the Orion Education or another local centre to use their internet Ensure there is a staff computer available for use from home that can access boards secure website areas to complete the above tasks if required Exam Boards informed of IT failure
Teaching staff unable to access task details	Teacher log in does not permit download	Test secure access rights or request assistance from Examinations Officer	Examinations Officer to download task
Candidates absent for all or part of assessment	Student not in lessons the week of assessment	Plan alternative sessions	Arrange alternative session with candidates
Assessment is undertaken with incorrect level of control		Ensure teaching staff know and understand control levels, provide training if necessary	Seek guidance from Awarding Body
Teaching staff fail to correctly set tasks		Training to ensure staff understand task setting arrangements	Seek guidance from Awarding Body
Assessments have not been moderated as required in the Specification	Moderator report	Check specification and plan moderation	Head of Department / Subject Lead to arrange moderation
Candidate's work not kept secure	Candidate unable to find work	Define appropriate level of security for each subject	Each Faculty to use secure storage
Deadline not met by candidate	Work incomplete	All candidates to be briefed on deadlines	Internal deadlines set in advance of Awarding Body deadlines
Teaching staff interpret marking descriptions incorrectly	Internal moderation / Across Trust moderation	Ensure training and practising of marking. Plan for sampling of marking by Head of Department / Subject Lead	Work remarked
Candidate fails to sign authentication form	Form unsigned	Ensure all candidates sign and attach form to work before it is handed in	Find candidate and ask to sign form
Teaching staff fail to complete or sign authentication form	No form attached to work	Ensure teaching staff understand importance of authentication forms. Complete forms as work is marked.	Return form to staff for completion
Awarding Body reports work of 2 candidates is identical	Letter from Awarding Body	Work checked by candidate and teacher before authentication form signed	Assistant Headteacher conducts investigation and reports to Awarding Body

Appendix 1 – BTEC Internal Verification Procedure

Purpose/Scope

- That assessment is accurate, consistent, current, timely, valid, authentic and to BTEC standards.
- That the assessment instruments are fit for purpose.
- To assure the assessment of all BTEC programmes delivered by a centre.
- To be part of an audit trail of learner achievement records.
- To provide feedback to inform centre quality improvement.

Definitions/Terminology

Internal Verification:

- A centre devised quality assurance process which assures the assessment against the BTEC unit grading criteria and that assignments are fit for purpose.

External Verification:

- A regular process operated by the awarding body and used to check centre assignments and assessment against BTEC standards. Internal verification processes and centre resources are reviewed and reported upon.

Sample of Learner Work:

- External verification is based upon the scrutiny of assessed learner work. The volume of samples required is prescribed by the external verifier and varies according to numbers of learners and sector programmes a centre operates.

Responsibilities

Quality Nominee (QN):

- The QN ensures that centre IV and standardisation processes operate, and acts as the centre coordinator for external verification between Edexcel and course teams. The QN ensures external verifier reports are monitored and any remedial work carried out.

Internal Verifier (IV):

- A teacher/assessor able to verify assessor decisions and validate assignments. The IV records findings, gives assessor feedback, and oversees remedial action.

Standards Verifier (SV):

- The SV verifies the quality of the centre's assessment and internal verification.

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area (BTEC Level 2 - Level 3).
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias.
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

This is supported by the following:

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes.
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area.
- Staff are briefed and trained in the requirements for current Internal Verification procedures.
- Effective Internal Verification roles are defined, maintained and supported.
- Internal Verification is promoted as a developmental process between staff.
- Standardised Internal Verification documentation is provided and used.
- Ensure that all centre assessment instruments are verified as fit for purpose.
- Plan an annual Internal Verification schedule, linked to assessment plans, is in place.
- An appropriately structured sample of assessment from all programmes, units and Assessors is Internally Verified, to ensure centre programmes conform to national standards.
- Secure records of all Internal Verification activity are maintained.
- The outcome of Internal Verification is used to enhance future assessment practice.

Links

- BTEC Programme Specifications: These provide guidance on assessment for each BTEC qualification. All staff teaching on BTEC programmes should have access to the relevant specification. They are published on the Edexcel website: www.Pearson.com
- btec-centre-guide-to-internal-verification.pdf
- btec-centre-guide-for-the-lead-internal-verifier.pdf

Procedures

- Staff Briefing: All assessors and IVs require periodic briefing on BTEC processes. This will occur at the start of the academic year and then during termly meetings.
- Verification schedules: Annually agreed to cover all assessors. Assessment schedules should be drawn up and monitored through the year.
- Internal verification of assignments: Carried out before use to ensure that they are fit for purpose, and that any recommendations are actioned. This must occur even if the assignment briefs are authorised briefs.
- Internal verification of learner work: Should verify sufficient to ensure the security of the standard. Assessors do not internally verify their own work. Assessor feedback and support should be given. The process does not involve the learner.
- IV records: Are correctly maintained in a secure place for 3 years after certification.
- Centres should use standard forms for the process supplied by Pearson.
- Links: IV processes need to articulate with appeals processes, and authenticity of learner work requirements.

LIV Registration

A LIV must be registered each year with Pearson for each subject area. This following procedure will occur:

- The QN will receive an email from Pearson to register LIV's.
- The QN will inform each LIV to re-register on Edexcel Online
- Each LIV will register for the highest level that they are offering in their subject area by the **September 30 of each academic year**
- The QN will check LIV registrations on Edexcel Online

Standardisation

The LIV will download the standardisation materials provided by Pearson for their subject area. The materials will then be used by all assessors to ensure that assessment decisions are standardised. This process will be recorded on Edexcel Online and in meeting minutes.

The Assignment Brief

All Assignment briefs will be internally verified before being distributed to the learners. This process will be carried out by the Internal Verifier, who will check that the assignment brief has the following.

- Accurate unit and programme details
- Clear deadlines and an appropriate timeframe for assessment
- A suitable vocational scenario or context
- Shows all the relevant assessment criteria for the unit(s) covered in the assignment
- Indicates relevant assessment criteria targeted against each task
- Clearly states what evidence the learner needs to provide
- Is likely to generate evidence which is appropriate and sufficient.

IV Schedules

Each subject area needs to produce an IV schedule for the year. This must ensure sampling from Assessors covers the following as a minimum:

- Every Assessor
- Every unit

- Work from each assignment

Assessment Decisions
Once learner work has been formally assessed by the Assessor, then internal verification can occur. This process must take place before learners can receive confirmation of their achievement and feedback. The IV schedule will be used to identify which learners to be internally verified.
The Internal Verifier will review the Assessor's judgement against the learning aim, unit content, assessment criteria and assessment guidance as published in the qualification specification. This will include checking:

- The learner work against the assessment criteria and judge whether it has been assessed accurately.
- The assessment criteria. This represents the national standard and all BTEC learners are measured against it
- Coverage of the unit content in conjunction with the assessment guidance to see if the Assessor has taken this into account.
- The feedback from Assessor to learner is accurate and linked to the assessment criteria.

Internally verifying resubmissions
If a request for a resubmission is made, this does not require internal verification if the learner's grade has not improved. If the learner's grade has shown improvement, then the LIV should check the decision to safeguard against potential malpractice issues.

Standards Verification
Pearson will allocate an SV to each subject area by the end of February each academic year. Once the SV has contacted the LIV for each subject area, then the following process will occur:

- The LIV will send the SV the assessment plan/s for all registered programmes
- All assignment briefs will be sent to the SV, along with internal verification documents for the assignment briefs
- The tracking documents will be sent to the SV, for the sample to be agreed
- The SV will then confirm the units and the learners to be sampled
- The SV and LIV will then confirm a date for the sample to be prepared and sent off
- The LIV will then arrange to send the sample to include the learner's evidence, assessment records, learner declaration, Assessor confirmation that evidence is authentic, internal verification of assessment decisions & LIV declaration. This must be sent no later than **May 15 of each academic year.**
- If a second sample is required, then this must be sent to the SV no later than **June 15 of each academic year.**
- The SV will then complete a report which will be available on Edexcel Online.

In order for certification to occur this academic year, grades must be entered at Edexcel Online before the **July 5 of each academic year.** These grades must match the grades agreed with the SV for the entire cohort.

Appendix 2 – BTEC Registration & Certification Procedure

Purpose/Scope

- To ensure that accurate, up to date and auditable centre BTEC registration, achievement and certification records are maintained with Pearson
- That these records are kept for 3 years after certification, in line with awarding body requirements

Responsibilities

Co-ordinator of Vocational Qualifications:

- Responsible for over-seeing all vocational courses run by Coopers School

Exams Officer:

- Responsible for timely, accurate and valid registration, transfer, withdrawal and certificate claims for learners.

Programme Leader:

- Responsible for ensuring learner details held by Pearson are accurate and that an audit trail of learner assessment and achievement is accessible

Quality Nominee:

- Responsible for coordinating and monitoring the learner details held with awarding body and ensuring Quality Assurance of BTEC courses

Senior Management:

- Responsible for overseeing the registration, transfer, withdrawal and certificate claims for learners to ensure that awarding body deadlines are met

Aim:

- To register individual learners to the correct programme within agreed timescales.
- To claim valid learner certificates within 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.

This is supported by the following:

- Register each learner within the awarding body requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations, this will involve the following procedures:
    - Examinations Officer will request students/courses to be registered from the Curriculum Leader
    - Request is returned to Examinations Officer who takes lists from Arbor to ensure accuracy and creates entry lists
    - Lists are sent to Curriculum Leader to check, sign and return
    - Examinations Officer checks entries/level/size and clarifies queries with the Curriculum Leader
    - Entries made via Arbor and submitted to Exam Board
- Ensure no whole class late entries are made, however individual ones made because of top up or new students starting, meeting November deadlines consistently
- Make each learner aware of their registration status
- Inform the awarding body of withdrawals, transfers, or changes to learner details
- Examinations Officer claims units online via Bulk Upload
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to the awarding body
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification

Registration Procedure

Deadline for registrations is 1st November of each academic year.

1. Programme Leaders confirm courses to be delivered to Exams Officer

2. QN to follow up any discrepancies
3. Exams Officer then registers all new courses
4. Exams Officer will request students to be registered from the Head of Departments / Subject Leaders
5. Exams Officer sends lists of students to be registered on each course from Arbor to Programme Leaders/LIV's to check & sign
6. Programme Leaders/Lead IV's confirm student lists & return to Exams Officer
7. Exams Officer to register learners (Deadline 1st November)

Withdrawal Procedure

1. The Sixth Form team meet with the student to discuss withdrawal from subject
2. Parent/Guardian consulted and gives agreement to withdrawal
3. Exams Officer confirms withdrawal with Programme Leader and Deputy Headteacher for Sixth Form
4. Exams Officer actions withdrawal

Transfer Procedure

1. The Sixth Form team meet with the student to discuss transfer from subject
2. Parent/Guardian consulted and gives agreement to transfer
3. Exams Officer confirms transfer with Programme Leader and Deputy Headteacher for Sixth Form
4. Exams Officer actions transfer

Certification Procedure

Deadline for certification is 5 July of each academic year

1. Examination Officer/QN to arrange the Btec bulk upload of grades to Edexcel online (EOL) for each qualification. Internal deadline 3rd June. Pearson deadline 5th July
2. QN uploads BTEC spreadsheet with Curriculum Leader or programme lead.
3. Examination Officer verifies spreadsheets correct on EOL and submits, amends any errors and resubmits whilst liaising with the QN

Unit Certification Procedure

1. Programme Leader informs student they do not have enough units for overall qualification
2. Parent/Guardian informed
3. Exams Officer claims unit/s for student