Exams Policy
&
Procedures

Exams Policy & Procedures

Purpose

The purpose of these policies and procedures are:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all staff

It is the responsibility of everyone involved in the academy's exam processes to read, understand and implement these policies and procedures.

The exam policies and procedures will be reviewed triennially.

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External Examination Results Appeals Policy

Appeals against GCSE results

External examination results normally arrive in school during the 3rd week of August and are available to candidates in written form and in person only from 9:00am on the determined results day of that examination year.

Types of Appeal

Appeals against external examination results are called 'enquiries about results'. There are three services available for enquiries about results; the costs for these vary for each exam board and qualification. The amounts given below are therefore approximations.

a) **A clerical check**
This is a re-check of all clerical procedures leading to the issue of a result. This is the only enquiry about results available for multiple choice papers. The cost for this is approximately £10 per exam paper.
b) **A re-mark**
This is a review of the marking of an exam paper to ensure that the mark scheme has been applied correctly. This is the most common enquiry about results and costs approximately £35 per paper + £12 per paper if a copy of the paper is required.
c) **A re-moderation of coursework**
This enquiry about results is only available for a full cohort of students, not for individual students' coursework. It is not available if the coursework marks have been accepted by the awarding body without change. The cost for this is approximately £240.

Making an Appeal against Results

Students, staff or parents wishing to appeal against a result must submit a written request to the Examination Officer by 1st September as requests have to be processed by mid-September. Enquiries about results received after this time will not be accepted by the awarding bodies.

There are three possible outcomes to an enquiry about results:

a) The new mark and therefore the final grade may be higher than the original grade.
b) The new mark and therefore the final grade may remain unchanged.
c) The new mark and therefore **the final grade may be lower** than the original grade.

The candidate's consent must be sought in writing before an enquiry about results on the relevant JCQ proforma (Appendix 1).

The Examination Officer will liaise with departments as soon as possible after results day to identify students against whose results the academy wishes to appeal. The Examination Officer will write to the students concerned to ask for their consent and the academy will pay the fees.

Student and Parental Requests for an Appeal

If a student or parent requests a remark the Examination Officer will consult the Curriculum Director concerned as to the merit of the request. If the department supports the request the cost will be met by the academy. However, if in the professional opinion of the department the re-mark is unlikely to affect the final grade, but the student or parent still wishes to make the appeal, **the parent/student will be asked to pay for the re-mark fee in advance**.

The Outcome of an Appeal

The outcomes of appeals are sent to the academy in October. The Examination Officer will make known the result of the appeal to the candidate and department concerned.

The Examinations Officer will ensure that the outcomes of any reviews, appeals or post-results services resulting in changes to candidates' grades are reflected in the academy's performance data during the Department for Education performance measures checking exercise.

Appeals against GCE results

When external examination results for AS and A-Levels arrive in school mid-August, they will be available to students in written form and in person only from 9:30am.

1. Types of Appeal

Appeals against external examination results are called ‘enquiries about results’. There are three services available for enquiries about results; the costs for these vary for each exam board and qualification. The amounts given below are therefore approximations.

d) **A clerical check**
This is a re-check of all clerical procedures leading to the issue of a result. The cost for this is approximately £15 per exam paper.

e) **A re-mark**
This is a review of the marking of an exam paper to ensure that the mark scheme has been applied correctly. This is the most common enquiry about results and costs approximately £42 per paper + £13 per paper if a copy of the paper is required.

f) **A re-moderation of coursework**
This enquiry about results is only available for a full cohort of students, not for individual students’ coursework. It is not available if the coursework marks have been accepted by the awarding body without change. The cost for this is approximately £245.

2. Making an Appeal against Results

If a student or parent wishes to appeal against a result, they must submit a written request to the Examination Officer by 1st September as requests have to be processed by mid-September. Enquiries about results received after this date will not be accepted by the awarding bodies. If the amended result is required for university, they will need to apply

for a priority service. Deadline dates can be confirmed with the Examination Officer, but they are usually submitted on the day of the results.

There are three possible outcomes to an enquiry about results:

d) The new mark and therefore the final grade may be higher than the original grade.
e) The new mark and therefore the final grade may remain unchanged.
f) The new mark and therefore **the final grade may be lower** than the original grade.

The Examination Officer needs the student's permission to appeal against a result in writing. The student will be asked to sign the relevant form.

3. Student and Parental Requests for an Appeal

If a student or parent/carer requests a remark the Examination Officer will consult the Curriculum Director concerned as to the merit of the request. If the department supports the request the cost will be met by the academy. However, if in the professional opinion of the department the re-mark is unlikely to affect the final grade, but the student or parent/carer still wishes to make the appeal, **the parent/student will be asked to pay for the re-mark in advance**.

4. The Outcome of an Appeal

The outcomes of appeals are sent to the academy in October, and a copy of the outcome will be forwarded to the student. The outcomes of priority requests will be forwarded to the student as soon as the academy has received them.

Internal Assessment Decision Appeals Policy

The following policy applies to cases where a candidate does not agree with the internal assessment marks awarded by a member of staff for coursework or controlled assessments.

Stage 1 – Discussion with Subject Teacher / Curriculum Director

a) If a candidate is unhappy about the mark awarded for internal assessment (coursework or controlled assessment) they should ask the subject teacher to explain why the mark was given.
b) If they are not satisfied with the explanation received, they should see the Curriculum Director concerned.
c) If they still do not understand or not accept the mark which has been awarded, they can appeal against it (Stage 2).

Stage 2 – Appeal to the Examination Officer

a) If a candidate wishes to appeal against their internal assessment after Stage 1, then the following procedure should be applied.
b) An appeal should be made in writing to the Examination Officer stating the details of the complaint and the reason for the appeal. A copy of the appeal will be forwarded to the Assistant Head Teacher for KS4.
c) The appeal must be submitted before the end of the first week in May of the year in which the external examination in that subject is to be taken.
d) The teacher concerned in marking the internal assessment, which is the subject of the appeal, will be asked by the Examination Officer to respond to the appeal in writing within seven working days of being notified. A copy of this response will be given to the candidate and to the Assistant Head Teacher - KS4.

Stage 3 – Appeals Panel

a) If the candidate is not happy with the written response they have received, then a personal hearing before an Appeals Panel can be requested.
b) The request for a personal hearing must be made within three days of receipt of the written reply to the initial appeal.
c) The candidate will be given at least two days' notice of the date of the hearing.
d) The Appeals Panel will consist of the Assistant Head Teacher for KS4, the Examination Officer and one of the following: Deputy Head of School for Quality of Education, and Assistant Head Teacher or a Trustee (Governor).
e) The candidate may be supported by a parent/carer at the hearing.
f) The teacher involved will be present at the hearing.
g) The Appeals Panel will review the evidence submitted by the candidate and the teacher. Both will be asked to speak in support of their submissions. The candidate and the teacher will be asked to leave the meeting for the Appeals Panel to make its decision.
h) The Examination Officer will convey the outcome of the appeal and the reasons for the outcome to the candidate and the teacher in writing.
i) The academy will retain written records of all appeals.
j) The academy will inform the awarding bodies of any change to an internally assessed mark as a result of an appeal.

Internal Assessment Malpractice Policy

The following policy applies to all cases of malpractice by a candidate in cases of malpractice with internal assessment.

Malpractice by a candidate

When a teacher suspects an incident of malpractice such as identical coursework/controlled assessments, copying of the coursework/controlled assessment of one candidate by another, use of 'model' answers obtained electronically or other unspecified examples, the following procedure must be followed.

Stage 1

a) If a teacher suspects an incident of malpractice, they must inform their Curriculum Director or course leader.
b) The Curriculum Director will speak to the student concerned and record the result of the discussions on the first section of the proforma (see Appendix 2).
c) The Curriculum Director will inform the Assistant Head teacher for KS4 or where BTECs are concerned the BTEC Quality Nominee of their concerns and either resolve the issue within seven days or move the case onto Stage 2.
d) If the Curriculum Director/course leader is of the opinion that the malpractice is of sufficient seriousness to warrant further discussion and/or reporting to the examining body they will move to Stage 2.

Stage 2

a) The Curriculum Director/course leader will provide the Assistant Head teacher for KS4/BTEC Quality Nominee with all the details and relevant coursework assignments/controlled assessments.
b) The Examination Officer will notify the parents of the candidate(s) of the need for a formal interview at which they may be present if they so wish.
c) The candidate(s) will be interviewed by the Assistant Head teacher for KS4/BTEC Quality Nominee, Curriculum Director and the Examination Officer who will record the details of the discussions on the proforma.
d) The interview panel will either resolve the issue or if it is deemed serious, report it to the relevant awarding body.
e) The outcome of the interview will be reported to the Head of School.
f) The parents of the candidate(s) will be informed by letter of the outcome of the interview within three working days.

Stage 3

The Examination Officer will contact the examining body using the relevant malpractice procedures and inform the parents of the candidate(s) of the outcome as soon as it is known.

Controlled Assessments and Unitised GCSEs Policy

The purpose of this policy is to clarify the roles and responsibilities connected with unitised GCSEs and controlled assessment and to manage the risks involved in this process.

All involved with the conduct of controlled assessments should be familiar with the three levels of supervision i.e. **Formal**, **Informal** and **Limited** and the differences in the management of these assessments.

In case of **Formal** supervision students should **NOT** have access to e-mail, the internet, *mobile phones* or any other *electronic devices*. Staff supervising controlled assessments should provide a box or envelopes for students to leave their mobile phones in at the beginning of each controlled assessment session.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team to ensure controlled assessments comply with JCQ guidelines and awarding bodies' subject specific instructions. They will ensure that appropriate procedures for internal standardisation are in place in each department and that professional development is taking place.

The Senior Leadership Team will resolve clashes of controlled assessments or other school activities in liaison with the relevant Curriculum Directors.

The Senior Leadership Team ensures that all staff take notice of this policy and the exams calendar and that they manage the risks involved in this process as laid out in this policy.

Curriculum Directors

Curriculum Directors need to ensure that controlled assessments are suitably incorporated into schemes of work and that all teachers delivering the specification are familiar with the requirements of the controlled assessment. They will ensure that staff who are new to the specification receive appropriate training.

It is the Curriculum Directors' responsibility to inform the Examination Officer of the dates for controlled assessments at least six weeks in advance in order that they can be added to the Exam Dates Calendar to ensure that controlled assessments do not clash with other controlled assessments or written exams. Curriculum Directors must also provide the exams office with the codes for all unit entries (written exams and controlled assessments) and a clear indication of when students will be certifying before the relevant deadline expires.

Curriculum Directors must arrange internal standardisation of marking by all teachers involved in assessing internally assessed components. They must make sure that all teachers understand the requirements of the GCSE specification.

Curriculum Directors must consult either the SENCO or Examination Officer well in advance of controlled assessments to provide access arrangements for particular candidates. The Curriculum Director should make a contingency plan for the event of absence of either students or teachers during the period allocated for the controlled assessment.

The Curriculum Directors must arrange for secure storage of candidate's work. This must be in a locked cupboard or filing cabinet.

Teaching Staff

It is the responsibility of teaching staff to familiarise themselves with the JCQ *'Instructions for conducting controlled assessments'* (printed copies are available from the exams office or http://www.jcq.org.uk/exams_office/controlledassessments/). They must in particular be familiar with the different levels of control required for the three stages of task-setting, task-taking and task marking required by the particular specification.

Teaching staff must make students aware of the rules of conduct for controlled assessments, in particular what constitutes plagiarism. The JCQ has devised an information sheet for candidates for this purpose which is available from the exams office on the Sirius Academy West website and should either be given to candidates before any preparation work for controlled assessments is undertaken.

It is the responsibility of teaching staff to organise the facilities and equipment needed for controlled assessments. Where the task for the controlled assessment is provided by the awarding body and needs to be downloaded via the internet this should be done well in advance of the day of the controlled assessment in case of problems connecting to the internet. The task must be kept secure.

Teaching staff supervise the controlled assessments, adhering to the specified level of control, and ensuring authentication forms are signed by candidates and the supervising teacher. Work submitted to the awarding body without authentication form or without signatures on the authentication form will automatically receive a mark of 0.

A record must be kept showing that the time limit (showing any students with extra time) and level of control have been adhered to. This record must be submitted to the exams office at the end of the controlled assessment to be kept on file for inspection. It should contain the date and time of each assessment together with its title, the name of the supervising teacher, a list of candidates present during the assessment, a list of absent candidates and a log of any incidents which occurred during the assessment.

All candidate work must be stored securely until the deadline for enquires about results has expired.

Teaching staff mark internally assessed components using the mark schemes provided by the awarding body. They submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.

Exams Office

- The Examination Officer will liaise with Curriculum Directors at the beginning of the year to compile a calendar of controlled assessments to be integrated into the exams calendar which will be published to all staff to avoid clashes of controlled assessments and exams with other school activities
- The Examination Officer will ensure that students are entered for cash-in codes in the final series

- The Exams Office can offer a limited amount of secure storage space for candidates' work to departments
- Invigilators to assist with the supervision of controlled assessments can be supplied if at least four weeks' notice is given
- 'Instructions for the conduct of controlled assessments' for teaching staff and 'Information for candidates for Controlled Assessments' are available from the Exams Office
- The Examination Officer will distribute the marksheets to teaching staff and collect and send them to awarding bodies to ensure deadlines are met

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Sirius Academy West is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

1. Sirius Academy West will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

2. Sirius Academy West will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Sirius Academy West will, having received a request for copies of materials, promptly make them available to the candidate.

4. Sirius Academy West will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Requests for reviews of marking **must** be made in writing.

6. Sirius Academy West will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. Sirius Academy West will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

8. Sirius Academy West will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the Head of Centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Sirius Academy West and is not covered by this procedure.

BTEC Policy

1. Objectives

a) To identify and clarify the roles of key personnel in the administration and delivery of BTEC programmes in the academy.
b) To ensure that all departments running BTEC programmes follow a common procedure in line with awarding body requirements.
c) To ensure regular quality control of the delivery and assessment processes.
d) To ensure that all BTEC procedures are reviewed and evaluated annually.

Key Personnel

a) Quality Nominee
Ms Claire Smalley-Reed is the Quality Nominee, a named person with overall responsibility for the conduct of BTEC programmes and the co-ordination of self-assessment of school procedures relating to BTEC programmes.

b) Examination Officer
Ms Amanda Wallis is the Examination Officer, responsible for the day-to-day administration of BTEC programmes. This includes the registration of students and the claims for certification at the end of the course in liaison with the BTEC programme leaders.

c) BTEC Lead Internal Verifiers
The BTEC Lead Internal Verifiers are the teachers in charge of the BTEC programmes in each subject area with responsibility for the conduct, verification and administration of the course for their subject.

d) Assessors
The Assessors are the class teachers under whose supervisions the candidates complete their assessments and who undertake the initial marking of the assessments.

Registration and Certification

a) At the start of each academic year the BTEC programme leader will provide a list of pupils to be registered for that year to the Examination Officer by the middle of October.
b) The Examination Officer will ensure that all registrations have been completed by the deadline of 31st October. One copy of the registrations will be held centrally in the exams office, and one copy will be passed to the Lead Internal Verifiers for checking.
c) The Lead Internal Verifier will inform the Examination Officer immediately of any change of the cohort of students on the BTEC programme.
d) The Lead Internal Verifier will provide the Examination Officer with a list of students requiring certification and which units have been achieved with which outcome in the last year of the programme of study by 30th June.
e) The Examination Officer will claim the individual units and overall certification for those students on the list provided by the Lead Internal Verifier. Any remaining students on the programme of study who have finished the programme of study without outcome will be claimed as 'unclassified'.

f) Upon receipt of the certificates the Examination Officer will check the certificates against the claim lists prior to issuing them to students.
g) The Examination Officer will report any late or inaccurate registrations or certification claims to the Quality Nominee who will follow this up with the BTEC programme leader to ensure that strategies are put in place to prevent a recurrence.

Roles and Responsibilities

a) The Quality Nominee has overall responsibility for the quality of BTEC programmes in the academy and will complete the Centre Risk Assessment as required by the Board.
b) It is the responsibility of the Lead Internal Verifier to manage the quality of the programme delivery and assessment, to plan and deliver the programme in conjunction with other teachers and teaching assistants. The Lead Internal Verifier will ensure that all staff involved in the delivery and assessment of BTEC programmes receives adequate training.
c) Lead Internal Verifiers are urged to make contact with the External Verifiers as early as possible to establish a schedule for the external verification.
d) The Internal Verifiers are responsible for assuring the quality and fairness of the assessment process.
e) All those involved in teaching a BTEC programme should meet regularly to discuss the teaching and learning and the administration of the programme. These meetings should be minuted and a copy passed to the Quality Nominee to aid with the completion of the Centre Risk Assessment.
f) The Lead Internal Verifiers and the Quality Nominee must attend the termly BTEC meeting.
g) The Quality Nominee will organise termly meetings of all the Lead Internal Verifiers to address any issues and to ensure quality assurance.
h) It is good practice for Lead Internal Verifiers to make contact with Lead Internal Verifiers in other schools in order to share ideas and systems and support those who are new to the programme.
i) It is the Lead Internal Verifiers responsibility to clearly understand their role in the IV process and the role of the assessors and Quality Nominee.
j) The assessors are responsible for supervising students in their completion of the assessment. It is their responsibility to arrange for secure storage of candidates' work in between sessions. If secure storage is unavailable in a departmental area candidates work can be stored in the secure exams cupboard, which can only be accessed by the Examination Officer.

OSCA

a) Each Lead Internal Verifier must complete their OSCA. For NQF BTEC qualification this is a joint process involving the Lead Internal Verifier and all assessors.
b) Good practice should be shared between Lead Internal Verifiers and between Lead Internal Verifiers and assessors.
c) The Lead Internal Verifiers should make the standardisation materials available to all assessors in their subject.

Moderation and Verification

a) It is the responsibility of the Lead Internal Verifier to ensure that all assessment work is properly marked, moderated and verified and that the correct sample of work is provided for the External Verifier by the deadline.
b) The Lead Internal Verifier is responsible for organising the assessment and verification statements and that procedures are in place and operational for the programme. Assessment methodology must lead to assignments and assessments that deliver valid and reliable decisions.
c) There must be accurate and detailed recording of assessment and verification decisions.
d) The Lead Internal Verifier must ensure that there is adequate staff development to support teachers who are new to the programme to ensure correct and accurate interpretation of national standards.
e) The Lead Internal Verifier must ensure that all records are securely and safely maintained, up to date and proved accurate tracking facilities. Verification records must be kept for scrutiny by the Quality Nominee and the awarding body for a period of three years following certification.
f) In the case of malpractice or an appeal against assessment marks the Lead Internal Verifier should follow the academy's Malpractice and Coursework/Controlled Assessment Appeals policy and use the attached proforma to record the steps taken to resolve each case. All staff involved in delivering the BTEC programmes should familiarise themselves with this policy.
g) The Quality Nominee must be informed of all cases of malpractice and learner appeals and a copy of all documents relating to the case given to the Examination Officer who will hold them on record.
h) The annual report on the outcomes of the national standards sampling programme (NSS) can be accessed via Edexcel online by the Lead Internal Verifier, the Quality Nominee and the Examination Officer.
i) The feedback from the EV must be shared by the Lead Internal Verifier with all the assessors for their subject.
j) If any weaknesses in assessment are identified by the NSS the Quality Nominee will inform the Lead Internal Verifier that they have three weeks from date of receipt to provide written evidence of the strategies to be used to overcome the highlighted weaknesses.

Review, Evaluation and Improvement

a) The Quality Nominee has overall responsibility for quality review and improvement processes.
b) The Quality Nominee will liaise with the Examination Officer to write, review and update all policies and procedures on a yearly basis in response to changes in examining body procedures.
c) Day to day communication with examining bodies is the responsibility of the Examination Officer.

Staff Resources and Development

a) Staff are recruited for BTEC programmes both internally and externally as required.
b) The responsibility for the induction of new staff lies with the Lead Internal Verifier for course specific information and with the Quality Nominee for academy procedures.

Malpractice and Assessment Appeals Procedures

a) The academy has an Internal Assessment Decision Appeals Policy, Internal Assessment Malpractice Appeals Policy and Appeal against External Results Policy. The Examination Officer in liaison with the Assistant Head Teacher for KS4 is responsible for the review and updating of these policies.
b) It is the responsibility of Lead Internal Verifiers and subject staff to make learners aware of what constitutes malpractice and the procedure which will follow the discovery of an example of malpractice.
c) Any incident of malpractice must be reported to the Quality Nominee and the procedures as set out in the policy followed using the malpractice proforma.
d) It is the responsibility of the Lead Internal Verifiers and subject staff to make learners aware of their rights to appeal against internal assessment decisions and external results.
e) The Examination Officer will make candidates aware that a copy of the JCQ Notice to Candidates regarding Coursework Assessments, a copy of the Internal Assessment Decision Appeals Policy and Appeal against External Results Policy are available on the Sirius Academy West website.
f) Any appeal must be reported to the Quality Nominee and the procedures set out in the policy followed using the appeals proforma.

Additional Information

a) All invigilators will be observed during their first exam/test session; one annual review/observation thereafter
b) All appeals against results to be made formally in writing to the Examination Officer within 20 days of the test date
c) Certificates to be released to students in the Autumn of the GCSE Examination results year
d) Records of results to be kept in line with current JCQ guidelines

Apprenticeship Policy

Objectives

Key Personnel and their Roles and Responsibilities

1. Tutor/Assessor
   A qualified and experienced person who will deliver the knowledge element of the course and with knowledge of the sector the apprentice is working in. The assessor will ensure the timely completion of the full framework and pastoral care.

2. Internal Quality Assessor (IQA)
   Ensures the quality of the assessment by sampling assessments to confirm the quality and consistency of assessment decisions.

3. External Quality Assessor (EQA)
   Appointed by the awarding body to ensure that standards are being applied consistently.

4. Examination Officer
   The Examination Officer is responsible for the registration of learners onto the apprenticeship qualifications and the claims for certification at the end of the in liaison with the Tutors/Assessors.

Registration and Certification

1. The Tutor/Assessors will provide the Examination Officer with the details of all learners starting an apprenticeship framework in a timely manner, at the latest within a month of the learner starting the framework.
2. The Examination Officer will register the apprentices with the awarding body and send confirmation of this with the learners' registration numbers to the Tutor/Assessor.
3. The Tutor/Assessor will provide the Examination Officer with a list of all apprentices and units that need claiming for within a month of the apprentices finishing all the required assessments to complete the relevant framework.
4. The Examination officer will claim the individual units and overall certificate for those learners on the list provided by the Tutor/Assessor.
5. Upon receipt of the certificates the Examination Officer will check the certificates prior to forwarding them to the Tutor/Assessor.
6. The Tutor/Assessor will forward the certificates to the apprentices.

Internal Verification

1. It is the responsibility of the IQA to ensure that all assessment work is properly marked, moderated and verified.
2. There must be accurate and detailed recording of assessment and verification decisions.

3. The IQA must ensure that all records are securely and safely maintained, up to date and provide accurate tracking facilities. Verification records must be kept for scrutiny by the EQA and the awarding body for a period of three years following certification.
4. In the case of malpractice or an appeal against an assessment decision the IQA should follow the academy's Malpractice and Coursework/Controlled Assessment Appeals policy and use the attached proforma to record the steps taken to resolve each case. All staff involved in the delivery of the apprenticeship framework must familiarise themselves with these policies.

Malpractice and Assessment Appeals Procedures

1. The academy has an Internal Assessment Decision Appeals Policy and an Internal Assessment Malpractice Appeals Policy. The Examination Officer, in liaison with the Assistant Vice Principal – Teaching and Learning, is responsible for the review and updating of these policies.
2. It is the responsibility of the Tutors/Assessors to make the apprenticeship learners aware of what constitutes malpractice and the procedure which will follow the discovery of an example of malpractice.
3. Any incident of malpractice must be reported to the IQA.
4. It is the responsibility of the Tutors/Assessors to make the apprenticeship learners aware of their rights to appeal against internal assessment decisions.

Disability Discrimination Act

All academy staff must ensure they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006.

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

A person has a disability for the purposes of the DDA if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activity.

At Sirius Academy West the examination process has to accommodate students with a wide range of disabilities in particular candidates with visual and hearing impairments.

1. Access Arrangements

It is the responsibility of the SENCO in liaison with the relevant staff from the exams office, the Hearing Impaired and Visually Impaired units to apply for the appropriate access arrangements for each candidate by the deadline to enable them to access written examinations, practical tests and internal assessments. Exam candidates are entitled to the same support in exams as they receive in lessons.

2. Supervision of Disabled Candidates

Disabled candidates will normally as part of their access arrangements be invigilated away from the main exam in an environment that is suitable for their special needs. The invigilation staff who are involved in their invigilation will be specialist staff who have had the relevant training and are familiar with each individual candidate's needs.

It is the responsibility of the Examination Officer in liaison with the SENCO to organise regular training for support staff on access arrangements and exam invigilation to ensure the JCQ guidelines are adhered to in the special needs venues.

3. Accessibility of Exam venues

The main exam venues are the Main Hall and the Sports Hall which are both on the ground floor and easily accessible for physically disabled candidates. In both exam venues ground floor toilets are available for candidates to use.
Examination staff together with the site team must ensure that:

a) The corridors to the exam venues are well lit and free from obstructions.
b) The lighting in exam venues is adequate and evenly throughout the exam venues at all times of the day.
c) Site staff must repair or replace faulty lights as a matter of urgency.

4. Emergency Evacuation

a) Disabled candidates will normally be accompanied by their usual support staff who will be familiar with the academy's fire safety procedures.
b) It is the responsibility of the Examination Officer to inform the regular invigilation staff of any candidates with disabilities and their special needs.
c) It is the responsibility of the invigilation staff to familiarise themselves with the emergency evacuation procedures (appendix 5 of the Invigilator's Handbook).
d) It is the responsibility of the lead invigilator to ensure that disabled candidates are accompanied out of the building or a safe stairwell (or to a safe place where they can be rescued by the fire services, 'safe haven principle').

Protocol for optimising the exam day experience for our students

These notes are aimed at ensuring the most effective preparation of internal and external examinations. The notes do not cover the content of the exams or suggest ways of revising – they are solely intended to cover the organisational factors than can make a difference and clarify roles and responsibilities.

Prior to the exam:

When exam entries are made

Curriculum Director: Within one week of submitting entries the Curriculum Director should identify any individual issues to the Examination Officer (poor attenders, students needing separate invigilation etc.). Requests made on the day of the exam cannot be accommodated.

Examination Officer: The Examination Officer will then send personalised exam timetables to each student including a copy of the Rules for Examinations and a notice regarding mobile phones (or refer students to the Sirius Academy West Website). This timetable displays the room and seat the student should be sitting in.

2 weeks before:

Examination Officer: The Examination Officer will send out information about the rooming of the exam, including information on where students must leave their personal belongings to Curriculum Directors and subject staff.

Curriculum Director: The Curriculum Director should approach the Examination Officer to clarify all aspects of the exam well in advance, definitely at least two weeks prior to the exam.

In discussion with the Examination Officer, the Curriculum Director should discuss students with particular needs. They will include: SEN, EAL, poor attenders, students attending in house units, students requiring separate invigilation.

Discussion should take place with the attendance team to agree a plan well before, the day before and the day of the exam.

The e-mail system, portal and briefing can be used to raise awareness amongst staff of the importance of the exams. Notes to subject teachers can ensure students arriving at their lessons can be sent to the exam. If some teachers are freed up by an exam seek their help with the exam arrangements, e.g. by releasing specialist staff or being around the back corridor when an exam is starting.

Arrangements for cover must be authorised by the Head of School on the appropriate form.

Subject teachers: Class teachers have the responsibility for ensuring students are aware of the exam and the preparation that needs to be carried out. In exams where students have a choice of tier or questions the students must be made aware of the

layout of the question paper and which tier/questions to choose. They should also make students aware which room to go for the exam and where to leave their personal belongings. It is worthwhile to have the relevant information displayed clearly in classrooms and curriculum areas.

Students attending off-site provisions: External providers will need to be informed. For Alternative Education programmes this is the responsibility of the Deputy Head of School/ Assistant Head teacher for Behaviour & Safety. Before and after the exam the individual students are the responsibility of their Head/Assistant Head of Year, who will make arrangements should students be unable to join/leave their off-site course during the day.

The day of the exam:

Examination Officer: Ensure all staff are clear on the arrangements.

Students: Students will be asked to leave their coats, bags and any other personal belongings, including mobile phones in a separate designated room before each exam. They must not bring any of these items into the exam room.

Students will be asked to line up outside, in silence and will be called in row by row.

Students must sit in the allocated place where their name card is set out. Request for separate invigilation made on the day of the exam cannot be accommodated. All name cards will have a photograph on of the student.

It is essential there is complete silence at all times within the exam room.

Senior Leadership Team: A member of the Senior Leadership team will be present at each exam venue 10 minutes before the start of the exam to call students into the venue row by row.

Attendance Team: Chase up missing students.

Invigilators: Invigilators are in charge of the exam venue. Nothing must take place in an exam room without knowledge of the Invigilators.

The Examination Officer will assign tasks to the invigilators, at least one of whom will be standing at the door advising students that they shouldn't have any phones or other personal belongings with them, sending any students who have brought anything with them back to the room where their personal belongings should have been left.

Every member of staff present in an exam room is known by the Examination Officer.

The equipment required for each exam is provided by the exams department and must not be tampered with, departments must not bring their own equipment into the exam room without prior arrangement with the Examination Officer.

A member of the Senior Leadership Team will start the exam off by reminding students of the rules, giving them at least two more opportunities to hand in electronic equipment.

Curriculum Director: Liaise with Senior Leadership Team/Attendance Team to identify non-attenders and support where necessary.

If the exam is later, ensure early phone calls are placed to non-attenders.

At the end of the exam students are dismissed row by row. If the exam ends during lesson time students will be reminded that they must return to their lesson immediately.

Appendix 1 – Candidate Consent for Enquiries about Results

Appendix A – Clerical re-checks, reviews of marking and appeals – Candidate consent form

JCQ CIC

AQA City & Guilds CCEA OCR Pearson WJEC

Clerical re-checks, reviews of marking and appeals

Candidate consent form

Information for candidates

The following information explains what may happen following a clerical re-check, a review of marking and any subsequent appeal.

If your school or college submits a request for a clerical re-check or a review of the original marking, and then a subsequent appeal, for one of your examinations after your subject grade has been issued, there are three possible outcomes:

- Your original mark is lowered, so your final grade may be lower than the original grade you received.
- Your original mark is confirmed as correct, so there is no change to your grade.
- Your original mark is raised, so your final grade may be higher than the original grade you received.

To proceed with the clerical re-check or review of marking, you **must** sign the form below. This tells the head of your school or college that you have understood what the outcome might be, and that you give your consent to the clerical re-check or review of marking being submitted.

Candidate consent form

Centre number	Centre name
Candidate number	Candidate name

Details of review (awarding body, qualification level, subject title, component/unit)

.....

.....

I give my consent to the head of my school or college to submit a clerical re-check or a review of marking for the examination(s) listed above. In giving consent I understand that the final subject grade and/or mark awarded to me following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded for this subject.

Signed: ..... Date: .....

This form should be retained on the centre's files for at least six months following the outcome of the clerical re-check, review of marking or any subsequent appeal.

Appendix 2 – Internal Assessment Appeals/Malpractice Proforma

Type of Appeal **Assessment Marks Decision** **Malpractice**
(please delete as appropriate)

Stage 1 **Discussion between subject teacher and Curriculum Director**

Summary of discussions and outcome (use a separate sheet to continue if necessary)

Date:_____ Signatures:
_____
(Subject Teacher) (Curriculum Director)

Stage 2 **Appeal to Assistant Vice Principal – Teaching and Learning/BTEC Quality Nominee**

Summary of discussions and outcome (use a separate sheet to continue if necessary)

Date:_____ Signatures:
_____
(all present)

Stage 3 **Appeals Panel/ Report to Examining Body**
(please delete as appropriate)

Summary of discussions and outcome (use a separate sheet to continue if necessary)

Date:_____ Signatures:
_____
(all present)