



**The Corsham School  
Examinations Policy 2023 - 2024**  
part of  
**The Corsham School Teaching & Learning Policy**

**Rationale**

Public examinations provide assessment, generally at the end of a key stage. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end, the school participates willingly in the administration of these examinations in the best interests of the students and the school. Other internally set and marked examinations may take place at other stages in a student's progress through the school in order to both prepare for public examinations and check student learning.

**Purpose**

The Corsham School aims to support students to enable them to achieve the highest grades possible in public examinations. In order to do this the school will ensure:

- Students are given the opportunity to demonstrate the highest achievement of which they are capable with an administration that helps them to achieve their best.
- The examinations system in The Corsham School combines entitlement with flexibility.
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour.
- Students are guided in their decisions about whether to withdraw an examination entry, and do so with full knowledge of the implications for their careers or further education.
- Staff understand fully their obligations and responsibilities with relation to examinations.
- The school meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service.
- Accurate examination data is available to inform target setting.

## Responsibilities

- **Head Teacher:** overall responsibility for the school as an examinations centre. The Head of Centre.
- **Deputy Head Teacher:** organisation of teaching and learning and therefore of the opportunities for external validation.
- **Curriculum Team Leaders:** select appropriate courses and ensure that students are entered for appropriate certification within their subject areas. Provide timely information to the Exams Office to this end.
- **Class Teacher:** ensure students are appropriately prepared for public certification and provide key entry information to Curriculum Team Leader.
- **Tutor:** inform tutees of any exam-related information that they have been asked to pass on.
- **Head of House:** inform the Examinations Officer of any issues likely to affect a student's access to public examinations.
- **SENCo:** Identification and testing of candidates' requirements for access arrangements. Provision of additional support to help candidates achieve their course aims. Liaise with the Examinations Officer concerning Access Arrangements and conduct of examinations.
- **Examinations and Data Manager:** overall management of the examination process and provision of accurate examination data. Contingency planning. Management of Special Consideration issues and Malpractice issues in conjunction with the Examinations Officer, the Deputy Head Teacher (Curriculum) and SENCo (where necessary).
- **Examinations Officer:** The input of entry data. Communication with the examination boards. Preparation and conduct of all examinations (internal and external) in accordance with JCQ/other exam board requirements. Secure dispatch of examination papers. Management of post-results procedures. Management of external/private candidates. Recruitment, training and management of external invigilating team. Annual updating of policies pertaining to exams.
- **Invigilators:** conduct of exams as directed by the Examinations Officer, and in accordance with JCQ/other exam board regulations.
- **Candidates:** confirmation of summer Statements of Entry. Understanding of NEA/coursework/controlled assessment regulations and signing all necessary declarations that authenticate work as their own. Attending all examinations as detailed on their individual timetables and following the regulations as set down by the JCQ/other exam board equivalent.

**Disability Discrimination Act**

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED). The centre will meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience.

**In order to provide the best possible examinations process and support for students accessing public examinations and certification, the Examinations Office regularly implements and reviews agreed policies and procedures.**

The following policies and procedures form part of the Examinations Policy:

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The Corsham School  
**Examination Entry Procedure**  
part of  
**The Examinations Policy**

All students should be entitled to and enabled to achieve an entry for qualifications from an external awarding body.

**Process**

- At the beginning of the academic year the Examination Officer sends out information sheets for return by Subject Leaders and/or CTL's so that they can advise/confirm correct information concerning the specification title and number, the modules and module codes and the rough entry numbers for the examinations that they are delivering during that academic year.
- The Examinations Officer creates new seasons and imports appropriate exam basedata into the centre's MIS, based on the information received by Subject Leaders (above).
- The Examinations Officer distributes entry marksheets for each class for each exam session which are to be completed by Subject Leaders and/or CTL's, by the given deadline date, to show their entry requirements for that examination series.
- Subject Leaders and/or CTL's ensure that entry information is completed accurately and returned on time.
- The Examination Officer inputs entries on to the system and generates a final copy of entry lists on a marksheet for each course leader to check.
- Subject Leaders and/or CTL's ensure entries are correct and any necessary amendments made, and signed sheets are then returned to the Examinations Officer by the stated deadline.
- The Examinations Officer submits the entries to exam boards before the final entry deadline.
- The Examinations Officer sends final copies of entry submission lists to course leaders with details of the exam board amendment/withdrawal deadlines for their records.
- The Examinations Officer sends Statements of Entry to students.
- The Examinations Officer completes the whole public examination school timetable, including rooming, seating and invigilation and provides students with an individual timetable for written exams as early as possible before the date of the first assessment.

**Course Changes/Withdrawals/Amendments**

- Any proposed major changes to the examination board, style or timing of examinations must be discussed and approved by the Deputy Head Teacher, based on relevant information given by the Subject Leader / CTL.
- If a student's entry in any subject is to be withdrawn, this must be agreed with the class teacher, the Subject Leader / CTL, and Deputy Head Teacher, and written instructions to that effect given to the Examination Officer.
- Changes of tier, withdrawals made by the proper procedure and alterations arising from administrative processes will not be charged to subject departments.

The school may impose a charge on students that is equal to the charge levied by the relevant examination board for:

- Students whose entries are withdrawn because of a lack of completed coursework (*when the student was provided with reasonable opportunity to complete that coursework*).
- Students who make a decision to sit or not to sit an examination after the late entry/withdrawal deadline (*without valid reasoning, e.g. withdrawal on medical grounds*).
- Students who fail to attend an examination and do not produce medical evidence or sufficient evidence of other mitigating circumstances.

### **External Candidates Policy**

The Corsham School will decide whether or not to accept external candidates on a case-by-case basis. This will depend on which exams the candidate wishes to sit and the impact the candidate sitting those exams will have on the school and its cohort of internal candidates.

If accepted, 100% of the exam entry fees are to be paid by the candidate. Invigilation costs may also be passed on to the candidate if it is necessary to engage an invigilator specifically to invigilate this candidate. If the candidate sits the exams in a room where an invigilator would be present anyway then the invigilation costs will be covered by the school in the usual way.

The candidate will, in compliance with JCQ regulations, be required to provide the Exams Office, in advance of their first exam, with a copy of a photographic ID. This ID must then be brought to every exam the student sits in school and be presented to the invigilator in advance of the exam as confirmation of identity.

The candidate will receive all relevant JCQ guidance in advance of sitting exams at the school; for example, the JCQ's 'Instructions for Candidates – Written Exams' document. The candidate will be required to follow all rules and regulations of the JCQ in the same way as internal candidates.

The Exams Office will liaise with the candidate regarding the best process for passing on results on results day.

The Corsham School  
**Examination Re-sit Policy**  
**part of**  
**The Examinations Policy**

### **GCSE**

All qualifications are now linear meaning that all assessments take place in the summer of Year 11. The only qualifications available to re-sit in November are English Language and Mathematics and students still on roll without a 4 in either of these subjects (or English Literature) will automatically be entered for the November resit. Students who have a 4 in English Literature will not have to resit English Language in November (even if they do not have a 4 in Language).

The school will not accept any resit entries from external students in the November series, including former Year 11 students who are no longer on roll.

### **GCE AS and A-Level**

GCE qualifications are now all of the reformed linear type. AS examinations are decoupled from A-levels and these reformed qualifications are only examinable in the summer exam series. Students will not be entered for AS examinations in the summer of Y12, but will be entered for the full A-Level qualification in the summer of their Y13.

The school will generally accept back ex-Y13 students, wishing to resit GCE qualifications, as external candidates in the summer following their Y13 exams. The only exception to this is if that ex-student is now on roll at another institution, or if accepting that ex-student back puts too big of a burden on the school's exams infrastructure for the exam season that they intend to resit in. This decision is at the discretion of the Examinations Officer/Examinations and Data Manager.

### **Process for Qualifications Resits**

The need for examination resits has greatly reduced since 2015, given the shift from modular qualification at both GCSE and GCE level to linear qualifications. However, in specific instances, if it is possible for a student to resit an examination/qualification:

- The Examinations Officer will produce a Resit Form, which students should complete to indicate any units/courses that they wish to re-sit.
- Students must obtain the relevant subject teacher's signature on the Resit Form so that the exams office is satisfied that the appropriate consultation has taken place.
- Students may be asked to pay the exact fee levied by the exam board for their resit entries if they do not have sufficient mitigating grounds for the school to cover this entry fee on their behalf.
- The Examinations Officer will submit the resit entries ahead of the relevant entry deadline and they will appear on the students' Statements of Entry.

**Results and Post-Results Policy**  
**part of**  
**The Examinations Policy**

**Issuing of Examination and Qualification Results**

- Results will be issued to students by the Examinations Office on the JCQ published results days and not before.
- The Examinations Officer will distribute all exam board documentation relating to the results to relevant CTL's / Subject Leaders, as well as to the Head Teacher, Deputy Head Teacher, Examinations and Data Manager.
- On occasions where results are distributed in school to students, any results not collected will either be posted to a student's home address or forwarded to a student's tutor to confidentially pass on in registration.
- Where a third-party (parent, potential employer, other academic institution etc.) requests a student's results information, those results will only be passed on to that third-party after the Exams Officer has seen (and filed) written consent from the student in question (in the form of an email or handwritten letter) which states that it is okay to forward on his/her results.

**Post-Results Services**

- On results days, teaching staff will be available to advise students on results and potential appeals (Reviews of Results – RoR's), and GCE and GCSE students should always consult with their subject teachers before submitting an application for an enquiry.
- The Examination Officer will process any requests for RoR's made by teaching staff and/or students in accordance with the regulations and procedures laid down by the JCQ/other exam board equivalent. Teaching staff must be mindful that both student and parent/carer permission needs to be sought and obtained in writing for RoR's applications (this can either be through completion of the relevant form or in a fully-informed email to the Examinations Officer).
- Students are required to give the Examinations Officer both their own signed written consent and that of their parents/carers for RoR applications, and the Examinations Officer will not be able to process applications without this consent.
- Exam boards will only accept RoR applications made via the Examinations Officer. Such results enquiries cannot be submitted by students or parents independently. Fees are levied for the RoR services by the exam boards and students may be asked to pay the fee on occasions when the application is not supported by relevant teaching staff.
- If a student remains dissatisfied after receiving the outcome of a RoR, the school will follow the Stage 2 appeals process as set down by the JCQ provided the Head of Centre/Head Teacher supports this decision.
- If a student chooses to request a Review of Results in relation to either an individual examination result or an overall qualification result then they should follow 'Procedure A', outlined on page 9.

## **PROCEDURE A**

### **Appeals procedure for students, following the issue of examination and/or overall qualification grades by the examination board.**

Any student that is dissatisfied with a mark awarded from an awarding body should follow the following procedure upon the issue of results.

Contact the relevant subject teacher as soon as possible, but no later than 3 days before the published deadline for Review of Results, to discuss the final mark and raise concerns. The Examinations Officer will advise on the options available to query the mark and the potential costs involved.



Students should be aware that Reviews of Results can result in marks being raised, confirmed or lowered. Students (and parents/carers) will be required to sign a consent form to confirm they fully understand the consequence of any enquiry and that they have fully discussed the enquiry with subject teacher.



The subject teacher should review the student's mark and discuss with them the best way forward taking into account the breakdown of marks, grade boundaries, the student's predicted grade and performance throughout the course. If the CTL/Subject Leader agrees to support a results enquiry, the procedure in **Item (3)** below should be followed. If the appeal is not supported, the student should adopt the procedure in **Item (4)** below.



**Item (3)** If the subject team agree that the school supports an enquiry, the request, together with the students signed consent form, and should be made to the Exams Officer before the published deadline for Reviews of Results.



A student may appeal against the decision not to support a Review of Results. Appeals should be made in writing to the Head Teacher no later than five working days before the deadline. The appeal should be in writing, stating the details of the complaint and the grounds for the appeal. The appeal should be signed and dated and include a daytime contact telephone number for the student. This information will be reviewed by the Deputy Head Teacher and the outcome of the appeal will be communicated by telephone (where possible) or 1st class post within 48 hours of receipt by the Deputy Head Teacher. This decision is final.



**Item (4)** If the school does not support the enquiry, the student still has the right to proceed, however, all costs involved will be required to be paid by the student at the time the enquiry is made. No enquiry will be made until the appropriate fees are paid. Requests for appeals should be made in person to the Examinations Officer before the published deadline for Reviews of Results. If the enquiry results in an overall grade change, all fees will be refunded to the student.



The outcome of all Reviews of Results enquiries will be made in writing by the Examinations Officer to the student within 48 hours of receipt from the relevant exam board.



**Non-Examination Assessment (NEA) / Coursework / Controlled Assessment Policy**  
**part of**  
**The Examinations Policy**

**Rationale**

NEA/coursework/controlled assessment is a form of internal assessment that contributes towards a student's overall qualification result.

In some subjects, NEA/coursework/controlled assessment will be marked by the awarding body (externally assessed). For some subjects, however, all work will be marked by the centre and moderated by the awarding body (internally assessed).

The Corsham School aims to provide students with the best possible circumstances in which they can achieve the highest scores possible when undertaking this kind of work.

**Responsibilities:**

**The Deputy Head Teacher** with the assistance of the **Examinations Officer** will:

- Carry out risk assessment, as appropriate.
- Ensure candidates have access to the following two JCQ documents: *Information for Candidates – Non-Examination Assessments* and *Information for Candidates – Coursework Assessments*.
- Ensure that each department conducts its NEA/coursework/controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ), or other awarding body, as necessary.
- Map overall resource management requirements for the year. As part of this, resolve clashes/problems over the timing or operation of NEA's/coursework/controlled assessment, issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.) and ensure all staff, students and parents have access to a calendar of events, where needed.

**CTL's must:**

- Ensure the safe and secure conduct of NEA/coursework/controlled assessment in their subject area and comply with all JCQ guidelines (or other awarding body equivalent, where relevant) as well as with subject-specific instructions.
- Ensure that all marking is standardized.
- Ensure that all teachers in each department understand their responsibilities with regards to NEA/coursework/controlled assessment and are familiar with the contents of the following two JCQ documents: *Information for Candidates – Non-Examination Assessments* and *Information for Candidates – Coursework Assessments* for the current academic year.
- Ensure that individual teachers understand the requirements of the awarding body's specification, particularly the level of control required (where applicable), and are familiar with the relevant teacher's notes, and any other subject specific instructions.
- Devise and publish departmental policy on the carrying out of NEA/coursework/controlled assessment.
- Ensure appropriate staff training takes place on an annual basis.
- Secure (locked and tamper-proof) storage of all confidential materials, where needed.

**CTL's must (continued):**

- Ensure that the Examinations Officer is given sufficient notice in which to order and prepare materials needed for assessments, as may be needed.
- Ensure that the SENCo is informed of any assistance required for the administration and management of access arrangements, as may be needed.
- Ensure that, when it is prohibited, candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices when completing NEA/coursework/controlled assessment in a classroom environment.
- Ensure, where videos or photographs/images of the candidates are to be included as part of an NEA/coursework/controlled assessment unit, that full consent is obtained from parents/carers/guardians.

**Teaching staff must:**

- Comply with the general guidelines contained in the JCQ/other awarding body equivalent publications.
- Understand and comply with the awarding body specification for conducting NEA/coursework/controlled assessment, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times, as may be needed.
- Supervise assessments at the specified level of control (where relevant) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark-schemes provided by the awarding body.
- Enter marks online by the date required, keeping a separate record of the marks awarded for each student.
- Retain candidates' work securely between assessment sessions (if more than one).
- 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 the outcome of any subsequent appeal has been conveyed to the centre.

**The Examinations Officer will:**

- Enter students for individual units, whether assessed by NEA/coursework/controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital or hard copy format of assessment material.
- Advise teaching staff of the submission deadlines and check to ensure that all marks are entered before submission. Submit the marks that have been entered by the deadline and assist with any subsequent amendments that may be necessary.

**Special Educational needs Co-Coordinator will:**

- Ensure all relevant access arrangements have been applied for.
- Work with teaching staff to ensure requirements for Teaching Assistant support in the classroom are met, as may be needed.

### **Good Practice:**

- At the start of a formal session of an NEA/coursework/controlled assessment to be conducted in class, candidates will be reminded to turn their phone off and disable all alarms.

### **The Head Teacher will:**

- Report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice (see *Assessment and Examinations Malpractice Policy* – page 26).
- *(if an irregularity is discovered prior to the candidate signing the authentication form)* Investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body.
- *(if an irregularity is identified after the candidate has signed the declaration of authentication)* Submit full details of the case to the relevant awarding body at the earliest opportunity.
- Supervise all investigations resulting from an allegation of malpractice.
- Ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation.
- Respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

### **Teacher Malpractice**

- The school will carry out an investigation where it is evident that a teacher has helped a student with their NEA/coursework/controlled assessment beyond the guidelines contained within the relevant course specification.
- Where there is malpractice, it will be dealt with under the disciplinary policy of the school and the awarding body will be informed at the earliest opportunity.

### **Student Absence Procedure**

The Corsham School is obliged to give every student the chance to complete NEA/coursework/controlled assessment missed through reasonable absence. Where this proves difficult or detrimental to the progress of the whole class, the Subject Leader / CTL will investigate opportunities with the Deputy Head Teacher, with the proviso that it is not advisable to remove students from other curriculum areas without agreement of all parties and approval from the school's Senior Leadership Team as a whole.

In extreme circumstances, a CTL may consult with the Examinations Officer who may organize after school sessions with invigilators for one (or more) student(s) to catch up their missed NEA/coursework/controlled assessment.

## **STANDARDISATION OF CENTRE ASSESSED WORK (NEA/COURSEWORK/CONTROLLED ASSESSMENT)**

Subject teachers will provide students with details of all internally set dates on which NEA/coursework/controlled assessment units are to be taken or by which they have to be completed and handed in. Students should be aware that failure to complete an NEA/coursework/controlled assessment unit by its deadline, or failure to attend a controlled assessment session (for subjects that still have controlled assessment), may result in no marks, or fewer marks than they had hoped to achieve, being awarded. Whenever possible, any student struggling to complete an NEA/coursework/controlled assessment unit should see the subject teacher and/or the relevant CTL as soon as possible to discuss how best to complete all of the required work. The Subject Leader/CTL will do their utmost to give students the opportunity to catch up with all NEA/coursework/controlled assessment where feasibly possible.

CTL's / Subject teachers will ensure that all NEA/coursework/controlled assessment units that are marked by centre staff are subject to internal standardisation. Subject teachers must have agreed the marking procedures with relevant colleagues and discussed all marked work to ensure consistent marking standards have been applied to all students taking the assessment, regardless of which member of staff marks the work in the first instance. This may involve a sample of each teacher's work being remarked by a colleague. This process must have taken place before students are informed of their NEA/coursework/controlled assessment marks, and therefore also before final marks are submitted to the examination boards.

Once marking and standardising have been completed, and the marks submitted to the relevant exam board, the awarding body will ask the centre to send all, or a sample, of the marked work for external moderation. In this way, students' work may be assessed three times to ensure all marking is accurate, fair and consistent.

For GCSE, GCE (AS and A-Level), BTEC, Cambridge Technicals, Cambridge Nationals, vCerts and RSL qualifications, internal departmental standardisation will always take place in line with the regulations outlined above.

The Corsham School is committed to ensuring that whenever its staff marks candidates' work, this is done fairly, consistently and in accordance with the awarding body's specification, marking guidelines (where relevant) and subject-specific associated documents. Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. The Corsham School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal standardisation will ensure consistency of marking.

**Internal Appeals Procedure for Centre Assessed Marks**  
**part of**  
**The Examinations Policy**

Some GCSE, GCE and other Level 2 or Level 3 courses will include certain units of work which will be assessed through coursework, controlled assessment or one or more NEA's (non-exam assessed) elements. These units of work may be assessed in two ways (which inform how to subsequently lodge a marking appeal):

**INTERNALLY** – Marked by the subject teacher and department, i.e. centre-assessed work. Work will be marked by a course teacher or another member of the departmental staff. When two or more members of staff mark work for the same assessment, it must be standardised. Once this has been completed, a sample of the marked work will be sent to an external moderator, appointed by the awarding body, who will check the quality and accuracy of the marking procedures. At this point the moderator can amend the original centre marking if necessary. It should be noted that marks may be adjusted up as well as down.

Internally-assessed marks (i.e. the marks allocated by the teacher and then internally standardised, but not yet moderated by the external moderator) must be given to students ahead of submission of the work to the moderator to ensure that the student has the opportunity to request a review of marking at that stage, if they so choose. If a student chooses to request a review of marking in relation to the marks awarded to them for an NEA/coursework/controlled assessment unit then they should follow 'Procedure B', outlined on page 18.

Students must also be informed, when receiving their marks for internally-assessed work that these marks may be subject to change (either up or down) on the completion of external moderation.

If a student is dissatisfied after moderation (often on results day) with their mark for an internally assessed unit, they must discuss this with their subject teacher. At this stage NEA/coursework/controlled assessment marks cannot be appealed individually, and cannot be appealed at all if moderation concurred with the grades initially submitted by the school. As such, at this stage, it is the decision of the relevant subject teacher, in conjunction with the relevant CTL, as to whether or not the school will appeal the moderation of a whole cohort's NEA/coursework/controlled assessment results (where external moderation has negatively impacted on those results).

Some GCSE, GCE and other Level 2 or Level 3 courses will include certain units of work which will be assessed through coursework, controlled assessment or one or more NEA's (non-exam assessed) elements. These units of work may be assessed in two ways (which inform how to subsequently lodge a marking appeal):

**EXTERNALLY** – Marked by an awarding body appointed examiner. In this case the work will be completed in school, conforming to all necessary JCQ/other exam board requirements, but the subject teacher will play no part in actually assessing the work.

If a student is dissatisfied following the publication of a mark for an externally assessed NEA/coursework/controlled assessment unit, they should follow 'Procedure A' on page 9.

The Corsham School will:

- Ensure that candidates are informed of their NEA/coursework/controlled assessment centre-assessed marks (after internal standardisation) so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- 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.
- On receipt of a request for copies of materials, promptly make them available to the candidate.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision ahead of submission of the marks to the relevant awarding body.
- Allow sufficient time for any review of marking 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.
- Ensure that wherever possible 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 outcome of the review.
- Instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- Inform the candidate in writing of the outcome of the review of the centre's marking.

## **PROCEDURE B**

### **Appeals procedure for students, following the issue of centre assessed marks.**

Any student dissatisfied with the way in which a mark has been awarded for a centre assessed unit or internal assessment should follow this procedure.

Contact the relevant subject teacher immediately to discuss how the mark has been attained and raise any concerns. (This discussion does **not** form part of the formal appeals procedure)

Following discussions (above), if concerns cannot be resolved, the student should lodge an appeal in writing, within five working days of the issue of marks, to the Deputy Head Teacher. This appeal should be in writing clearly stating the grounds for the appeal. It should be signed and dated by the student.

Upon receipt of a written appeal, the Deputy Head Teacher will provide a copy of the appeal to the subject teacher who conducted the assessment and request from them a written response within three working days to the concerns raised.

On receipt of the subject teacher's response, the Deputy Head Teacher will carry out a review of the student's appeal and subsequent comments by the subject teacher and then respond in writing to the student within five working days of receipt of the formal appeal by the student.

Should the student be dissatisfied with this written response by the Deputy Head Teacher, the student may then request a personal hearing. The panel for this hearing will comprise a member of the school's Senior Leadership Team and a School Governor, neither of whom have previously been involved with the student's appeal. The student will be informed of the date of the hearing and given at least three days' notice. The student will be provided with a copy of all relevant documentation (e.g. the marks given, the assessment marking criteria etc.). The student will be allowed to be accompanied by a parent/guardian/carer or friend and can present their own case. The subject teacher and student will have the opportunity to hear each other's submission to the panel at the hearing.

The decision from the hearing will be made in writing to the candidate within two days of the date of the hearing. This decision is final.

A written record of all appeals will be kept by the school and maintained by the Examinations Officer. The Examinations Officer will inform the Awarding Body should there be any change to an internally assessed mark as a result of any such internal appeal.

**Assessment and Internal Verification for BTEC / Vocational Qualifications Policy**  
**part of**  
**The Examinations Policy**

**Rationale:**

The Corsham School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way students' work is assessed must serve the stated learning objectives of the programmes we offer and facilitate the achievement and wider development of our students.

**Objectives**

- a) To assess students' work with integrity by being consistent and transparent in our assessment judgments and processes so that the outcomes are fair, reliable and valid.
- b) To ensure that assessment standards and specifications are implemented fully so that no risk is posed to the reputation of the awarding bodies or the qualifications we offer.
- c) To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, moderation, internal verification and cross-departmental co-ordination as appropriate to the requirements of the programmes we offer.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course, providing appropriate formative assessment.

**Assessment**

Internal Assessment is defined as the process where staff make judgments on evidence produced by students against required criteria for the BTEC / other vocational qualifications. All school devised assessment materials must be internally and/or externally verified before being issued to students.

- a) Completed student assignments will be assessed internally and be subject to internal verification and external moderation by the awarding body.
- b) Students must be advised that any summative grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.

External Assessment is defined as the process where judgments are made by an external awarding body.



## **Roles and Responsibilities**

### **Deputy Head Teacher (Curriculum)**

- a) Deal with appeals from learners that have not been resolved through the immediate programme team.
- b) Investigate alleged malpractice issues.
- c) Liaise with the Awarding Body where any serious breach of approval conditions has occurred.
- d) Oversee aspects of quality assurance which relate to the overall integrity and security of the qualification.

### **Quality Nominee - BTEC**

The Quality Nominee (QN) is the key point of contact in the centre for QCF-accredited qualifications and information related to quality assurance. The QN will liaise with centre and Awarding Body staff to ensure that:

- a) All programmes are approved and registrations are accurate and up to date.
- b) All staff are aware of Awarding Body requirements.
- c) There is an accredited Lead Internal Verifier in place for each principle subject area, where required.
- d) Assessment and internal verification is effective on all programmes.
- e) Standards Verification is completed successfully.
- f) The Awarding Bodies' approval conditions and policy requirements are being implemented consistently and effectively.
- g) All OSCA training is completed, as needed, by centre assessors.

### **Lead Internal Verifier - BTEC**

Each course will have an identified Lead Internal Verifier (LIV) who is designated by the school to act as the point of sign-off for the assessment and internal verification of programmes in a principle subject area. The LIV has access to accreditation and will register through the online standardisation system, OSCA2 on an annual basis. The LIV will:

- a) Ensure that there is an assessment and verification plan for the programme that is fit for purpose and meets the Awarding Body's requirements.
- b) Sign off the plan and check that it is being followed correctly and accurately at suitable points.
- c) Undertake some internal verification and/or assessment for individual units.
- d) Ensure that assessment records and samples are retained for use in the Standards Verification process if necessary.
- e) Liaise with the Standards Verifier to ensure that appropriate sampling takes place
- f) Inform QN of progress on the above.

### **Assessor and Internal Verifier**

Teaching staff are responsible for the delivery, assessment and internal verification of the BTEC qualification.

Assessors will:

- a) Design assessment activities which guide learners to produce evidence that meets the targeted assessment criteria and unit content and give any associated guidance.
- b) Assess the work submitted by learners, checking authenticity and sufficiency of evidence against the relevant criteria.
- c) Accurately record all assessment decisions.
- d) Provide feedback to learners, identifying which criteria have been achieved and giving opportunities for improvement.
- e) Follow up any advice from the Internal Verifier.
- f) Inform QN of progress on the above.

Internal Verifiers will:

- a) Check the quality of assessment instruments to ensure they are fit for purpose.
- b) Ensure an effective system of recording learner achievement is in place.
- c) Retain accurate and up to date records of the Internal Verification process.
- d) Advise on the appropriateness of assessment evidence with regards to level, sufficient evidence, authenticity, validity and consistency.
- e) Ensure their own assessments decisions are sampled when teaching on the programme.
- f) Ensure that appropriate corrective action is taken where necessary.
- g) Take part in the formal stages of any appeal.
- h) Inform QN of progress on the above.

### **Examinations officer**

The Examinations Officer is responsible for the correct administration of learners with the Awarding Body and will:

- a) Liaise with programme leaders to maintain information on which programmes are running and when they start and finish.
- b) Register learners by the designated deadlines and for the correct programmes.
- c) Check registrations to ensure that all data is correct and follow correct procedures if amendments are required.
- d) Ensure appropriate access is given to LIV in order for them to apply for accreditation

## **Appeals**

Where a set of work is divided between staff, consistency should be assured by internal moderation and verification. If students believe that this may not have happened in relation to his/her work, he/she may follow The Corsham School Internal Appeals Procedure which forms part of this Examinations Policy and is in place in order to:

1. Enable the learner to enquire, question or appeal against an internal assessment decision.
2. Attempt to reach agreement between the learner and the assessor at the earliest opportunity.
3. Standardise and record any appeal to ensure openness and fairness.
4. Facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
5. Protect the interests of all learners and the integrity of the qualification.

## **Recognition of Prior Learning**

The Corsham School will adhere to the Recognition of Prior Learning Policy and process (See Pearson October 19 Version 4).

**Conflict of Interest for BTEC / Vocational courses.**

<b>1</b>	<b>Introduction</b>
<b>1.1</b>	The Corsham Academy is required to have in place a Conflict of Interest policy that enables us to identify, manage and mitigate conflict of interest. All staff and other individuals have a responsibility to be aware of the potential for a conflict of interest.
<b>2</b>	<b>Purpose</b>
<b>2.1</b>	<p>The purpose of this policy is to protect our integrity as a business and the integrity of our qualifications. The policy is also designed to protect our staff by providing guidance on handling possible conflicts of interest that may arise as a result of the Academy's role in delivering courses.</p> <p>This policy:</p> <ul style="list-style-type: none"> <li>• defines what is meant by conflict of interest.</li> <li>• describes the role of conflict of interest in the context of working with, or for, an awarding organisation.</li> <li>• sets out the responsibilities for managing conflict of interest at each level in the organisation.</li> </ul>
<b>3</b>	<b>Scope of policy</b>
<b>3.1</b>	This policy applies to all staff and other individuals who interact or potentially interact with the work of the awarding organisation. This includes individuals involved with any aspects of the creation, marketing, sales, distribution, marking or any other activity connected with qualifications, tests and assessments, and supporting resources and services.
<b>3.2</b>	The individuals falling within the scope of this policy include all staff employed by The Academy on full time, part time or casual basis.
<b>4</b>	<b>Definition of conflict of interest</b>
<b>4.1</b>	A conflict of interest is a situation in which an individual, or organisation, has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions if it is not properly managed.
<b>4.2</b>	<p>Conflicts of interest can arise in a variety of circumstances for example:</p> <ul style="list-style-type: none"> <li>• When an individual has a position of authority in one organisation that conflicts with his or her interests in another organisation.</li> <li>• When an individual has interests that conflict with his or her professional position.</li> <li>• Where someone works for or carries out work on The Academy's behalf but may have personal interests – paid or unpaid – in another business.</li> <li>• Where someone works for or carries out work on The Academy's behalf, who has friends or relatives taking assessments or examinations.</li> </ul>
<b>5</b>	<b>Principles</b>
<b>5.1</b>	<p>The Academy will:</p> <ul style="list-style-type: none"> <li>• Review its processes annually to ensure that all conflicts of interest or potential conflicts of interest are managed and resolved.</li> <li>• Ensure that the contractual arrangements clearly set out any obligations on them to declare and manage conflicts of interest arising from other activities that they undertake.</li> <li>• Ensure that anyone who has access to confidential assessment material for a qualification understands the confidential nature of the content.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure that all members of staff declare any interest for friends or family sitting examinations.</li> </ul>
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**Conflict of Interest for BTEC / Vocational courses (continued).**

<b>6</b>	<b>Responsibilities</b>
<b>6.1</b>	<b>The Governors</b> The ultimate responsibility for the Conflict of Interest policy, dissemination of the policy and management of potential and actual conflicts of interest rests with the Governing body.
<b>6.2</b>	<b>Management</b> Leaders in each department are responsible for communicating the Conflict of Interest Policy to all relevant individuals within their areas of responsibility annually.
<b>6.3</b>	<b>Team/departmental responsibility of directors and their senior managers</b> All departments are required to review their procedures annually to ensure that they anticipate and manage potential or actual conflicts of interest.
<b>6.4</b>	Line managers are responsible for ensuring that all new staff receive conflict of interest information.
<b>6.5</b>	Any potential or actual conflict of interest must be documented by the subject leader. The LG line manager must either resolve the issue or, for issues that cannot be resolved at this level, report the issue to the Head Teacher and Governors.
<b>6.6</b>	<b>All staff</b> Individuals within The Corsham Academy have responsibility for ensuring that they are familiar with the Conflict of Interest Policy, any guidelines and complete and required conflict of interest training.
<b>6.7</b>	All individuals will be required annually to read and understand the Conflict of Interest Policy.
<b>6.8</b>	The most important feature of the policy is the requirement that an individual disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest it should be reported.
<b>6.9</b>	The individual and line manager are equally responsible for ensuring that the issue is documented carefully.
<b>6.10</b>	An individual may wish to raise concerns relating to conflict of interest directly with the LG line manager. This may be done in confidence and they are entitled to receive a response to their concerns.
<b>6.11</b>	Any staff member considering paid or unpaid work outside of The Academy should inform their manager if they think there is any potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this with their line manager first. The line manager should contact the Head Teacher if they need advice on whether a situation presents a conflict and a record should be kept of the discussion. A staff member must not take on any such activities that could be deemed to compete or conflict with The Corsham Academy's activities.
<b>6.12</b>	Prior to each examination series all staff and other individuals, must inform the Head Teacher of any candidates being entered for its examinations and other assessments, who are family members, other relatives or friends.
<b>6.13</b>	<b>Responsible officer: monitoring and escalation</b> The Head Teacher is responsible for escalating reports of actual or potential conflicts of interest to an appropriate level within the business and, when necessary, to the Governors.

<b>6.14</b>	The Head Teacher will begin an investigation of any issues identified within 48 hours. A preliminary report will be made available to the Governors within 5 working days.
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The Corsham School

**Assessment and Examinations Malpractice Policy**  
**Part of**  
**The Examinations Policy**

This policy covers all qualifications run at The Corsham School. It covers formal written exams and all NEA / Controlled Assessment / Coursework.

**Aim:**

- To identify and minimise the risk of malpractice by staff or learners.
- To respond to any incident of alleged malpractice promptly and objectively.
- To standardise procedure and accurately record any investigation of malpractice to ensure openness and fairness.
- To impose appropriate sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.
- To protect the integrity of the school and the delivery of external qualifications.

In order to do this, the school will:

- Seek to avoid potential malpractice by informing learners of the JCQ/other exam board equivalent guidelines on malpractice, what constitutes malpractice and the penalties for attempted and actual incidents of malpractice during written exams and when undertaking NEA/coursework/controlled assessment work.
- Comply with all JCQ requirements regarding maintaining assessment integrity in both written exams and also NEA/Controlled Assessment/Coursework
- Show learners the appropriate formats to record cited texts and other materials or information sources.
- Ask learners to declare that their work is their own in accordance with JCQ/other exam board regulations.
- Ask learners to provide evidence where appropriate that they have interpreted and synthesised information and acknowledged any sources used.
- Conduct an investigation in a form commensurate with the nature of any malpractice allegation. Such an investigation will be supported by the Head of Centre and/or Deputy Head Teacher, together with the relevant Subject Leader / Curriculum Team Leader and all other personnel linked to the allegation. It will proceed through the following stages:

## **Malpractice Procedure**

Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.



Give the individual the opportunity to respond to the allegations made. This will be done by requesting a formal written statement from the candidate which, if the allegation is forwarded to the exam board, can be included as the candidate's statement.



Inform the individual of the avenues for appealing against any judgment made.



Document all stages of any investigation.



Report all incidents of suspected exam-room malpractice and those of NEA/Coursework/Controlled Assessment where the authenticity declaration has already been signed to the relevant exam board and then follow their guidance on this.



Relay the exam board outcome to the candidate. Give the candidate the opportunity to appeal this if they wish. If they do wish to appeal, the Head of Centre will be consulted regarding approval of the appeal. If HoC is in agreement with an appeal then this will be lodged with the relevant exam board within the required timeframe.

## **Exam-Room Malpractice**

This may include, but is not limited to, the following:

- Student possessing an unauthorised item in the exam-room, e.g. mobile phone or revision notes
- Student attempting to communicate with another student in the exam-room
- Student attempting to pass something to another student
- Student attempting to use a calculator in a non-calculator exam
- Student not complying with the timings of the exam, e.g. attempting to continue working after being told to stop working

Where an incident of exam-room malpractice has taken place, or is suspected to have taken place, the procedure outlined above will be followed.

## **NEA/Coursework/Controlled Assessment Malpractice**

This may include, but is not limited to, the following:

- Plagiarism – from an uncited source



- Plagiarism – from another candidate’s work
- Submitting work that is not entirely the candidate’s own
- Misuse of AI – see below

Where an incident of NEA/Coursework/Controlled Assessment malpractice has taken place, or is suspected to have taken place, the procedure outlined on page 23 will be followed.

### **Malpractice Involving the Use of AI in NEA/Coursework/Controlled Assessment**

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that work is no longer the student’s own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of an assessment so that the work does not reflect the student’s own work, analysis, evaluation or calculations
- Failing to acknowledge the use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading reference or bibliographies

All teaching staff involved in the marking of NEA/coursework/controlled assessment work should be aware of the potential for misuse of AI by students to complete work. To this end, the Exams Officer will provide all teaching staff with the latest guidance pertaining to the misuse of AI in assessments from the JCQ and DfE.

Students must make sure that all work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria.

Teachers and assessors must only accept work for assessment which they consider to be the student’s own. Where teachers have doubts about the authenticity of student work submitted for assessment, they must investigate and take appropriate action.

To facilitate the above, the school will:

- Explain to students the importance of submitting their own independent work for assessment
- Ensure students know how to reference properly (including websites)
- Ensure students know how to acknowledge AI in their work
- Ensure teachers are familiar with AI tools, their risks and /AI detection tools
- Issue to all students via the school website all relevant JCQ documentation

### **How Students Declare Use of AI in Work Submitted for Assessment**

Where students use AI, they must acknowledge its use and show clearly how they have used it. This allows teachers to review how AI has been used and whether or not that use was appropriate in the context of the assessment.

Where AI has been used as a source of information, a student's acknowledgement must show the name of the AI source used and should show the date the content was generated. For example:

*ChatGPT 3.5 (exact web address), 25/01/2023*

The student must retain a copy of the question(s) and computer-generated content for reference authentication purposes in a non-editable format and provide a brief explanation of how it has been used. This must be submitted at the same time as the work so the teacher is able to review the work, the AI-generated content and how it has been used.

### **Reporting Misuse of AI**

If a teacher is suspicious that an instance of misuse has taken place but the relevant student has not yet signed the declaration of authentication, the school does not need to report this to the relevant exam board. In this situation the matter will be resolved internally, before the signing of the declaration.

If AI misuse is detected or suspected and the declaration of authenticity has already been signed by the student, the procedure on page23 will be followed.

**Exams Absence, Late Arrival and Leaving the Exam Room Policy**  
**Part of**  
**The Examinations Policy**

**Purpose**

- To ensure the 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 relevant staff and candidates.
- To ensure that no candidate is unduly disadvantaged due to late arrival / unavoidable absence from an examination.

It is the responsibility of the candidates and everyone involved in the Centre's exam processes to read and understand this procedure. This policy will be reviewed annually.

**Late Arrival Procedure**

1. The Exams Officer/Exams and Data Manager/Exams Administrator/Attendance Secretary will contact the parent/carer of any candidate absent at the start of an exam. The parent/carer will be advised to bring their child to school and to keep them under supervision at all times until the candidate is handed over to a member of the centre staff. In these circumstances the parent/carer and the candidate will be asked to sign an appropriate statement to confirm the supervision arrangements which were put in place.
2. A candidate who arrives after the start of the examination may be allowed to enter the examination room and sit the examination. The candidate will be allowed the full-time, provided that adequate supervision arrangements are in place.
3. The awarding body will consider each case individually in light of statements from the parent/carer, the candidate and the centre.
4. Students who arrive very late for the exam, namely after candidates may have been allowed to leave the examination room, will be allowed to sit the exam. However, unless they have been supervised during that time, the awarding body is unlikely to be able to accept the work. The candidate will be informed of this possible outcome only after completing the exam in question.
5. A candidate will be considered very late if they arrive:
  - More than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30 pm for an afternoon examination.
6. For an examination that lasts less than one hour, a candidate will be considered very late if they arrive:
  - After the awarding body's published finishing time for the examination.
7. When a candidate arrives very late for an examination, the following will be undertaken:
  - The script will be sent to the awarding body/examiner in the normal way.

- Form JCQ/VLA (Report on candidate admitted very late to examination room) will be completed by the Exams Officer within 7 days of the examination taking place.
  - The candidate will be warned that the awarding body may not accept their work.
8. If a candidate arrives in the afternoon for a paper that had been re-arranged for a morning session, the candidate may be allowed to take the paper at the published time as long as he/she has not had any contact with any candidate who sat the paper earlier (any such students would be under exams office secure supervision at this time anyway).
9. The Exams Officer will liaise with candidates and their parents/carers who persistently arrive late for examinations.

## **Absence Procedure**

If a candidate is going to be absent from a written exam they or their parent/carer should tell the exams office as soon as possible before the exam begins, giving full details of the reason for absence. Candidates who miss an exam for medical reasons should request a signed medical note from their doctor without delay and give it to the exams officer as quickly as possible, so that it can be used in an application for special consideration should the candidate be deemed to meet the criteria for this by the school. Absent candidates will be clearly recorded by the Senior Invigilator on the attendance register and seating plan.

## **Special Consideration**

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the final relevant examination session and the “minimum requirements for enhanced grading in cases of acceptable absence” can be met. For full details of the school’s policy and the minimum enhanced grading requirements please see the Exams Special Consideration Policy.

## **Candidates Absent from an Internal Assessment**

Where absence may affect internally assessed units such as NEA/coursework/controlled assessments, the school will determine whether special consideration is available by following the JCQ publication, “Guide to the Special Considerations Process”. In this case, the JCQ guide advises that where a candidate meets the published criteria for special consideration it may be possible to allow a short extension to the deadline for these. In all cases the Exams Officer, following the School’s Special Consideration Policy and relevant JCQ guidelines, would make an application where appropriate by contacting the Awarding Body as soon as possible.

## **Candidates who feel unwell before or during an Exam**

If a candidate reports feeling unwell before an exam or outside the exam venue, the Exams Officer should be informed so that he can assess the situation. If it is felt that the candidate is too unwell to sit his exam, the Exams Officer will call parents/carers to discuss the situation. If we know a candidate may become unwell during the exam, the Senior Invigilator will aim to seat the candidate near an exit to make him feel more comfortable and to limit the potential disruption to others within the exam room if that candidate suddenly has to leave (e.g. to go to the toilet). If the candidate needs to leave the room at any point he will be accompanied by an invigilator. In all cases where a candidate is taken ill during an exam, once the incident has been dealt with, details will be recorded on the exam incident form and the Exams Officer briefed at the end of the exam, as special consideration may need to be applied for – both for the candidate who is unwell and possibly also for the other candidates in the room, depending on the circumstances and amount of disruption.

If a candidate is present for an exam but he or his parents feel that his performance has been hindered by illness, a signed letter from the candidate’s GP should be obtained as soon as possible after the exam, explaining the circumstances, and forwarded to the Exams office for inclusion with an application for special consideration if the school feel that the candidate meets the published JCQ criteria.

## **Leaving the Exam Room**

### **Before the Exam Finishes:**

Please the *Food, Drink and Behaviour in the Exam Room Policy* (page 32) for instance when, due to behavioural issues, a student may be removed from an exam room before an exam finishes.

Students may also leave / be removed from the exam room if they fall ill during an exam, to the point where:

- They cannot continue and choose to leave. *(in this instance, the script will be returned to the relevant exam board as far as it has been completed and the Exams Officer / Exams and Data Manager will make the exam board aware of what has happened and seek to apply for special consideration here)*
- They cannot continue and are asked to leave by the Exams Officer / Exams and Data Manager as they are sufficiently unwell as to cause a distraction to other students sitting the exam. *(in this instance, the script will be returned to the relevant exam board as far as it has been completed and the Exams Officer / Exams and Data Manager will make the exam board aware of what has happened and seek to apply for special consideration here)*

### **After an Exam Has Formally Finished**

Students in large exam venues (typically the S-Block Gym / S-Block Hall) will be dismissed one row at a time, starting with the row nearest to the exam. Students will be told not to linger outside the door (effectively blocking it for the next row of students to leave) and they will be instructed to remain in silence until they have completely left the exam room.

If there are exams of differing durations in the same exam room, the students with the shortest exam will be seated nearest to the door, to facilitate their exam at the end of the exam with minimal interruption to the other students. Then, when the shorter exam ends, the lead invigilator will quietly dismiss the students (after all exam scripts have been collected in), in line with the procedure outlined above, and will make reference to the other students still working to ensure that those leaving the room take extra care not to be at all disruptive as they leave the exam room.

The processes and procedures outlined above will also apply to smaller exam venues (e.g. classrooms of ten to twelve students).

Of paramount importance here is the idea of fully preserving the integrity of the exam and upholding its security whilst any student remains in the exam room. Once all students have vacated the exam room, the papers will be delivered by the lead invigilator to the Exams Officer in person, or the Exams and Data Manager (again, in person).

The Corsham School  
**Special Consideration Policy**  
**Part of**  
**The Examinations Policy**

**What is special consideration?**

Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.

**Purpose**

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms that The Corsham School agrees to "submit any applications for special consideration where candidates meet the published criteria.

**Roles and responsibilities**

**Exams Officer:**

- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication on Special Consideration.
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies before the deadline.
- Understands the criteria, as detailed in the JCQ's Special Consideration booklet or the current academic year, to determine where candidates will/will not be eligible for special consideration.

**SENCo/Head of Year/Assistant Head Pastoral:**

- Provides the Exams Office with any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration or may facilitate the making of an application for special consideration for a candidate.

**Senior Invigilator/Invigilator:**

- Provides information to the Exams Officer in cases where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), and may therefore be eligible for special consideration.

**Candidates, or Parents/Carers:**

- Provide any medical or other evidence that may be required to determine eligibility for special consideration.

### **Applying for special consideration**

- Where eligible, special consideration is applied for in a specific exam series where candidates have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.
- If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the final relevant examination session and the “minimum requirements for enhanced grading in cases of acceptable absence” can be met.
- For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration.
- The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason is always followed (Exams Officer responsibility).
- For non-GCSE / GCE qualifications, applications are submitted online where the awarding body’s secure system accepts these.
- The paper-based JCQ Special Consideration Application Form is only completed and submitted where the online system does not accept applications for a particular qualification.
- Where a short extension to a deadline is being requested, an application is submitted online or by direct email, dependent on the awarding body.
- Where an application relates to a shortfall in work, this is submitted online or by completing form 10, dependent on the awarding body.
- Where an application relates to lost or damaged work, this is submitted online or by completing form 15 JCQ/LCW Notification of lost centre assessed work, dependent on the awarding body.
- The Exams Officer / Exams and Data Manager will be familiar with the JCQ regulations each year regarding the potential awarding of an enhanced grade and will always advise candidates and parents / carers accordingly.



## **Processing applications for special consideration Roles and responsibilities**

### **Exams officer:**

- Ensures applications are processed as required by the awarding bodies and by the published deadlines
- Keeps evidence to support applications on file until after the publication of results

### **Parents/carers:**

- Provide any required medical or other evidence that may be required to support an application for special consideration.

### **Heads of House:**

- Inform, where necessary, candidate and parents/carers about the special consideration process and the decision taken by the school during this process.
- Should make it clear that applying for special consideration is not a guarantee of receiving it. The school will know the outcome of the application but will not be told the amount/percentage applied by the exam board.

**Food and Drink in the Exam Room Policy**  
**Part of**  
**The Examinations Policy**

**Food and Drink in the Exam Room**

- Food is only permitted to be brought into the exam room by students where there is a medical need for them to have it. For example, a diabetic student might require some sweets in case they experience a sugar-low during the exam. In instances such as this, this will be pre-arranged by the student/parent and the Exams Officer, and all invigilators in the exam room will be informed of this agreed arrangement. All such food that is brought into the exam room must be brought in in see-through packaging which will be inspected by the lead invigilator prior to commencement of the exam. This requirement will be communicated to the student beforehand.
- Students are permitted to bring their own drinks into the exam room with them; however, all bottles must have all labelling removed in line with JCQ/other exam board requirements on this matter. Students will be informed of this prior to entering the exam room.

**Behaviour in the Exam Room Policy**  
**Part of**  
**The Examinations Policy**

**Behaviour in the Exam Room**

The expectation of The Corsham School is that all students sitting external examinations comply completely with the rules and regulations for their exams, as laid out by the JCQ/other exam boards. To this end, all students are sent electronic copies each academic year of the following documents:

- *JCQ Information for Candidates for Written Exams*
- *JCQ Information for candidates for On-Screen Tests*
- *JCQ Unauthorised items Poster* (also displayed outside each exam room)
- *JCQ Warning to Candidates Poster* (also displayed outside each exam room)

If a candidate is found to be contravening any of the rules of the examination, or generally behaving in a way that is not suitable for such an environment, the following steps will be taken:

If the candidate is committing an illegal act, such as try to talk to another candidate in the exam room:

1. The lead invigilator will instantly radio the Exams Officer and/or the Exams and Data Manager and they will immediately come down to the exam room in question to remove the student. Whilst waiting for the Exams Office / Exams and Data Manager to arrive, the lead invigilator will ensure that no further rule-breaking is allowed to take place.
2. Once the Exams Officer / Exams and Data Manager arrive in the exam room, the student in question will be instantly removed and informed that the relevant exam board will be made aware of their actions and may choose to disregard the student's exam paper for the exam in question.
3. The student will then be taken to the school's Senior Leadership Team who will enforce any punishment as they see fit.
4. If the student is still within the secure time-period of the exam, and cannot be released, the Exams Office will ensure that, once all of the above has taken place, the student remains supervised until such a time as they are allowed to leave.

If the candidate is not actually committing an illegal act in the exam room, but nonetheless is displaying unwanted behaviour (e.g. loud, deliberate tapping on the desk):

1. The lead invigilator will ask the candidate politely to desist in their behaviour at once, and inform them that further behaviour of that kind will be reported to the Exams Officer / Exams and Data Manager.
2. If the student persists in their behaviour, the lead invigilator will radio the Exams Officer / Exams and Data Manager who will then come to the exam room to warn the student about their behaviour. If, at this point, the student acknowledges that they have no intention of moderating their behaviour, they will be removed from the exam room. Otherwise, they will be permitted to continue.
3. If, after a warning from the lead invigilator and the Exams Officer / Exams and Data Manager, the student continues with their behaviour, the lead invigilator will radio the Exams Officer / Exams and Data Manager again who will then notify the school's

Leadership Team and ask that a member of Leadership Team immediately remove the student from the exam room.

4. If removed from the exam room, the student will remain supervised by the Exams Office until the point at which they are allowed to be released.

The Corsham School

**Separate Invigilation Policy**  
**Part of**  
**The Examinations Policy**

**Rationale:**

The Corsham School is committed to upholding the JCQ regulations within the centre. Regulations state that separate invigilation can be applied when a candidate has a substantial long-term impairment which has an adverse effect and it is the candidate's normal way of working.

Separate invigilation is determined by the SENCo, in conjunction with relevant teaching staff and Exams Office personnel.

Should a candidate believe they are entitled to separate invigilation they should discuss this with the Examinations Officer/Examinations and Data Manager and/or SENCo at least six months prior to their first examination.

The following are three examples where candidates would be eligible for separate invigilation, and in instances such as these, The Corsham School will endeavour to arrange individual invigilation for the student in question:

1. A candidate with depression who has been under Child and Adolescent Mental Health Services (CAMHS) and has a history of being unable to enter a main examination room. (*SENCo to advise here*)
2. A candidate with an established medical condition or formally recognised social, emotional and behavioural difficulties, for whom sitting an exam in a room with other students would not be appropriate. (*SENCo to advise here*)
3. A candidate who is too unwell to attend school for their exams, and where a request for use of an alternate venue (the student's home) has been filed by the exams office with the relevant exam board(s) and subsequently approved.

Where a candidate is suffering from exam-related anxiety they would not qualify for separate invigilation however he/she may be seated more appropriately within the main examination hall. A request to this effect should be submitted a minimum of 30 days prior to that candidate's first examination within a season should they wish to request alternative seating within an exam room. The Exams Office may request appropriate medical evidence to support such requests. If such a request is granted, the student will not be routinely reseated within the school's exams software (unless there is ample time to do this); rather they will be left in their allocated seat on all seating plans and then moved on the day of the exam (with the relevant seating plan then being clearly edited by hand by the Exams Officer / Exams and Data Manager to reflect this change).

**Overnight Supervision**

This is avoided wherever possible. Affected students are given the option to complete all exams in one day. If they do this, special consideration is applied for the final exam. Where overnight supervision is unavoidable, in accordance with JCQ regulations, a meeting is held between parent/carer and student and the Exams Officer. During that meeting regulations are explained to the student and parent/carer and they sign the JCQ overnight supervision form. The form is retained on file and all parties made aware of the possible punitive consequences if any misconduct is found to have taken place.

The Corsham School  
**Exams Archiving Policy**  
**Part of**  
**The Examinations Policy**

**All Documentation Relevant to an Exam Season**

The Exams Office will retain all paperwork relating to an exam series until after the closing date for enquires about results / reviews of results. At which point this documentation may be securely destroyed. This refers to:

- All entry and submission documentation
- All NEA/coursework/controlled assessment documentation (this includes any samples of work sent for moderation. Relevant teaching staff will retain any work here that is not called for sample.)
- All documentation pertaining to special consideration
- All documentation pertaining to post-results services
- All documentation pertaining to rooming, seating and invigilation

**Results**

Paper copies of all results documentation will be stored by the Exams Office in the student archive (in H-Block), and will also be archived electronically on the Exams and Data Drive (accessible only to the Exams Officer, the Exams and Data manager and the Deputy Head Teacher) and on SharePoint (within the Exams Office page here) where it is accessible only to school staff (and not students). In this way, the school retains all results information in case it is ever required in the future.

**Certificates**

In accordance with the standard procedure agreed by all awarding bodies and implemented by the JCQ, The Corsham School will hold all examination certificates for a period of 3 years following issue. After that date, any uncollected certificates will be confidentially shredded and a record of destruction retained.

The school will give ex-Y13 students the opportunity to collect their exam certificates from the previous summer at an informal get-together, organized by the Sixth-Form in the autumn/winter following the publication of their results.

Y11 students who progress into Corsham6th will have the opportunity to collect their certificates from a member of the Exams Office staff in the January following the publication of their results.

Y11 students who leave the school after their GCSE's will have the opportunity to arranged postage/collection of their certificates with the school's Examinations Officer once the certificates become available (typically in the December following the publication of summer results). Information to this effect is on the *Exams* page of the schools' website and it is also included in all summer results envelopes. Certificates are not routinely sent out to students who leave after Y11 due to both the potential postage cost of this and the risk of the certificates being sent to an obsolete address.

A student's certificates will only ever be passed on to a third- party, e.g. a parent or friend of that student, if the Exams Officer has seen and filed a letter or email of fully-informed consent

from the student in question, in which he/she categorically states that they would like that third-party to collect their certificates on their behalf.

All certificates that are posted out are done so using the Royal Mail *Signed For* system which tracks the certificates on delivery.

**This overall policy document has been workload impact assessed, and is operational from September 2011.**

Approved/reviewed by	
Rebekah Bartlett, November 2023	
Date of next review	November 2024