Enfield County School for Girls

Examinations Suite of Policies

Respect, Responsibility, Co-operation, Equality and Generosity of Spirit

September 2026

Approved by:	The Governing Body	**Date:** September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

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Purpose

The purpose of this examination policy is:

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

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

The examination policy will be reviewed annually by the Leadership Team responsible for examinations, whose work will be overseen by the Head of Centre.

This policy should be viewed alongside other policies relevant to examinations: Child Protection and Safeguarding, Complaints Policy, Conflicts of Interest Policy, Data Protection Policy, Equalities Policy and Whistleblowing Policy.

Examination Responsibilities

Head of Centre

Having overall responsibility for the school, as an examination centre, the Head of Centre:

- ensures that the Centre has in place a member of the senior leadership team who has good working knowledge of the examination system and by doing so ensure that the SENDCo and Examination Officer are supported.
- ensure effective centre-decision making in line with the published regulations.
- reports all suspicions or actual incidents of malpractice, as detailed in the malpractice policy.

Deputy Head (Curriculum)

- Organisation of teaching and learning.
- External validation of courses followed at Key Stage 4 and post-16.
- Line management support for Assistant Headteacher - Improving Academic Outcomes.

Assistant Headteacher (Examinations and KS4 Outcomes)

- Have a good working knowledge of the examination system to provide effective line-management and support and supervision of the Examination Officer.
- To ensure that there is integrity and security of the examinations and assessments and that this is maintained throughout an examination series.
- To provide effective management of planning, entries, exam preparations, examination time and results and post results services.

Examinations Officer / Examinations Assistant

- Manages the administration of public and internal examinations and analysis of exam results:

- Manages the administration of external exams
- Advises the senior leadership team, subject and class teachers and other relevant support staff on annual examination timetables and entry procedures, as set by the various awarding bodies
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with members of staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the examination timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework/controlled assessments are completed on time and in accordance with JCQ guidelines
- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all examination papers and completed scripts
- administers access arrangements and makes applications for special consideration using the JCQ publications access arrangements, reasonable adjustments and special consideration forms 09/10 and 10/11
- Identifies and manages examination timetable clashes
- accounts for income and expenditures relating to all examination costs/charges
- Line-manages the lead examination invigilator/invigilators. Organises the recruitment, training and monitoring of a team of examinations invigilators responsible for the conduct of examinations
- Submits candidates' coursework/controlled assessment marks, tracks dispatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of examination results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their Examinations
- Identifies and informs SENDCO in advance of the planned daily requirements for access arrangements according to the needs already identified by the SENDCO and make applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations.
- Maintains a record of ‘second eye’ checks performed by the invigilators

Heads of Department

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer.

Teachers

- Notification to the SENDCo of the need for access arrangements for students (as soon as possible after the start of the course).
- Submission of candidate names to Heads of Department.
- Submits candidates’ coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Responsible for ensuring that controlled assessments are carried out under exam conditions in

accordance with exam board specification guidelines

The SENDCo is responsible for:

- The identification and testing of candidates who may require access arrangements.
- The provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.

Lead Invigilator/Invigilators are Responsible for:

- Setting up and organising the exam rooms, distributing exam papers and checking all procedures are in place for the start of the examination.
- Ensure appropriate exam conditions are maintained throughout examinations in accordance with JCQ rules
- Provide the "second eye" check for exam papers which are opened ahead of the main exam for students that are not seated in the main hall (and sign the relevant check list).
- Collecting examination papers in the correct order at the end of the examination, dismissing students and ensuring examination papers are ready for dispatch, then taken down to the general office.

Candidates are responsible for:

- Confirming and signing of entries.
- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the work as their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations

Administrative staff

- Support the postage of examination scripts via parcel collection services.

Qualifications

The qualifications offered at this centre are decided by the Head of Centre, Deputy Headteacher for Curriculum in consultation with the Senior Leadership Team and Heads of Department. The qualifications offered are GCSE, GCE, BTEC, Vocational and various university entrance exams.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the examinations office must be informed by 1 November of the academic year in which the final assessment occurs.

Informing the Examinations Officer of changes to a syllabus is the responsibility of the Deputy Head and Heads of Department. Decisions on whether a candidate should be entered for a particular subject will be taken in consultation by the Deputy Headteacher for Curriculum and Assistant Headteacher for Examinations, in consultation with the Subject Leaders and parents/carers of candidates.

Examination Series and Timetables

Examination Seasons

- Internal examinations (Pre-Public Exams) and assessments are scheduled to take place in December (Y11, Y13), March (Y11,Y13) and June/July (Y10).
- Controlled Assessments are scheduled at appropriate times during the course of study.
- External examinations and assessments are scheduled in the following series: November series – October/November and the June series – April/May/June

Timetable

- Once confirmed, the Examinations Officer will circulate the exam timetable for internal examinations and external examinations.

Entries, Entry Details and Late Entries

- Candidates are selected for the appropriate exam entries by the Heads of Department and subject teachers.
- Candidates or parents/carers can request a subject entry, change of level or withdrawal only in discussion with their subject teacher, Head of Department and Deputy Head.
- The centre does not act as an examination centre for other organisations.
- Entry deadlines are circulated to Heads of Departments and teachers via email and internal post/pigeonholes.
- Late entries can only be authorised by Heads of Departments and the Examinations Officer.
- Dependent on original results, GCSE retakes are allowed where appropriate.
- Retake decisions will be made in consultation with candidates, subject teachers, the Examinations Officer, Heads of Departments and the Deputy Head.

Examination Fees

- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.
- GCSE/GCE entry examination fees are paid by the Centre for the first sitting of an examination.
- Late entry or amendment fees are paid by departments and the centre.
- Fee re-imbursements are sought from candidates who decide to sit an examination after the late entry/withdrawal deadline/fail to sit an examination/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances

Examination Fees Disability Discrimination Act

- All examination centre staff members must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, the Disability Equality Duty (DED), introduced in 2006 and the Equality Act 2010.
- 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 s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability*

to carry out normal day-to-day activities.'

- The centre will meet the requirements of the DDA by ensuring that the examinations centre is accessible. This is the responsibility of the Business Manager.

Special needs

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

Access Arrangements

- The Examinations Officer/SENDCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The Examinations Officer/SENDCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the examination.
- Making access arrangements for candidates to take exams is the responsibility of both the Head of SENDCO and the Examinations Officer.
- Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCo in conjunction with subject teachers.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer and SENDCO.
- Rooming for access arrangement candidates will be arranged by the Examinations Officer in liaison with the SENDCo.
- Invigilation and support for access arrangement candidates will be organised by the Examinations Manager with the Head of SENDCO.

Private Candidates

- Managing private candidates is the responsibility of the Examinations Officer and the Deputy Head.

Estimated Grades

- Heads of Department and subject teachers are responsible for submitting estimated grades and NEA/coursework marks to the Exams Officer, to deadlines set by Assistant Headteacher for Examinations / Deputy Headteacher for Curriculum, to ensure awarding bodies deadlines are met.

Managing Invigilators

- External members of staff are used to invigilate examinations. They will be used for all public exams (in addition to Teaching Assistants for those students with access arrangements).

- These invigilators will be used for internal examinations and external exams. Recruitment of invigilators is the responsibility of the Examinations Officer.
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the general office.
- DBS fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the Examinations office. Invigilators' rates of pay are set by the Business Manager.
- Invigilators are timetabled and briefed by the Examinations Officer.

Malpractice

- Please see our Centre's standalone Malpractice policy which details the steps that we take to prevent malpractice and the process which we take if suspected malpractice takes place.

Complaints

- External complaints should be addressed via the School's Complaints Policy.
- All complaints, excluding malpractice, should be raised with the Exams Officer in the first instance. Should the matter not be resolved at this stage, appeals can be raised with Assistant Headteacher (Examinations) and the Deputy Head (Curriculum). If the complainant still feels dissatisfied with the resolution they are able to raise a formal complaint as set out by the Schools' Complaint policy.

Examination Days

- The Examinations Officer/Examinations Assistant will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilators on the day.
- Site management is responsible for setting up the allocated rooms.
- The lead invigilator, invigilator or Exams Office will start all exams in accordance with JCQ guidelines.
- In practical examinations subject teachers may be on hand in case of any technical difficulties.
- Examination papers must not be read by subject teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department at the end of the examination session, usually placed in their HW pigeonholes.

Verification of Candidates

- Senior Leaders call the register of candidates to verify identity and the exam officer informs candidate of their seat.
- On Door of examination room another senior leader provides a 'second eye' to verify candidates and ensuring candidates are seated correctly.

Candidates

- The centre's published rules on behaviour, candidates' dress code being full school uniform, and candidates' use of mobile phones and other electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- In the exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.
- Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time at the discretion of the Examinations Officer or senior invigilator.
- For exams longer than one hour, candidates will not be allowed to leave the exam room until at least one hour after the published starting time. They will not be allowed to return. The Exams Officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines
- Candidates may only leave the examination room for a genuine purpose and are required to return immediately to the examination room. They must be accompanied by an invigilator at all times.

Late Arrivals

- A candidate who arrives after the start time of the examination will only be given the full time if invigilators are available to supervise the exam. The school will refuse to allow any candidate who arrives more than 30 minutes late to sit the examination unless there are exceptional mitigating circumstances. A record of all late arrivals has to be notified to the exam board.
- Students must report to the Examinations Officer if they arrive later than 1 hour after the published starting time. A full written report on the JCQ form will then be sent to awarding body. However, the student will not be allowed to sit the paper if the paper has already been officially completed.
- The candidate must be warned that the awarding body may not accept their work.

Clash Candidates

- For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Officer.

Special Consideration

- Should a candidate be ill before an examination, suffer bereavement or other trauma, be taken ill during the examination itself or otherwise disadvantaged or disturbed during an examination, then is the candidate's responsibility to alert the centre, the Examinations Officer, or the examination invigilator, to that effect.
- The candidate must support any special consideration claim with appropriate evidence within three days of the examination, for example by providing a letter from the candidate's doctor.
- The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the final examination within that certification.

Internal Assessment

- Internal Assessment Replaces the Largely Discontinued Term Coursework
- It is the duty of Heads of Department to ensure that all internal assessment is ready for despatch at the correct time. The Examinations Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent, if required.

Marks and Appeals

- Marks for all internally assessed work and estimated grades are submitted to the examinations office by the subject teachers and Heads of Departments.
- Appeals against the process of internal assessments must be made by the end of May prior to certification.

Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

- Candidates will receive individual result sheets on results days, either in person at the centre or by post to their home addresses.
- Arrangements for the centre to be open on results days are made by the Head of Centre, provision of staff on results days is the responsibility of the Head of Centre.

Enquiries about Results

- EARs may be requested by members of centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. Information about costs, deadlines, processes and possible outcomes: the mark changing (increasing and decreasing) or staying the same is shared with candidates before consent is gained.
- The candidate's **written** consent is required before any EAR is requested and is the responsibility of the Examination Officer and Head of Department to obtain this.
- If a result is queried, the Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.
- When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they must pay via ParentPay on request of the EAR.
- If an EAR results in a change of overall unit or award grade, the candidate will be reimbursed the cost of the EAR.

Access to Scripts

- Centre staff may request scripts for investigation or for teaching purposes. For the latter, the consent of candidates written consent must be obtained, ***unless anonymised.***

Certificates

- Certificates are presented in person and collected and signed for
- Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised and have written proof to do so. The centre retains certificates for one year.

- A record of all certificates destroyed by the centre of kept for 4 years from the date of their destruction.

Internal Appeals Policy

In accordance with the Code of Practice for the conduct of external qualifications produced by QCA, Enfield County School is committed to ensuring that:

- internal and controlled assessments are conducted by staff who have the appropriate knowledge, understanding and skills
- assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification
- the consistency of the internal and controlled assessment is secured through internal standardisation as necessary
- members of staff responsible for internal standardisation attend any compulsory training sessions

Written Appeals Procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the school concerning internal assessment such as NEAs / Controlled Assessment / Coursework. The appeal applies only to the procedures used in arriving at internal and controlled assessment decisions and does not apply to the judgements themselves; you cannot appeal against the mark or grade, only the procedures used.

The parent or guardian must make the appeal, in writing, to the School's Examinations Officer: appeals should normally be made by 30 April for examinations in the June series.

This deadline may be extended in exceptional circumstances, in situations where the coursework and controlled assessment marking and moderation schedule extends beyond this time.

The enquiry into the internal process will normally be led by the Assistant Head Teacher, provided that neither has played any part in the original internal or controlled assessment process. If they have had a part to play, the Head of Centre will nominate another member of the Senior Leadership team, such as the Deputy Headteacher for Curriculum to lead the enquiry

The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the appellant.

The enquiry will consider whether the procedures used for the internal and controlled assessment were in conformity with the published requirements of the Awarding Body and the 'Code of Practice'.

The appellant will be informed, in writing, of the outcome of the appeal, including:
- relevant communications with the Awarding Body
- any steps taken to further protect the interest of the candidates

If the appellant is unhappy about the response in writing, he/she can ask for a personal hearing, where the panel will consist of two persons not previously involved; normally the Head Teacher and a member of the Governing body.

Note: Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Please see Appendix 1 and 2 for more information.

Enquiries about Results (Re-Marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the student may pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Centre Decisions about Access arrangements and Special Considerations

Please refer to our stand alone policy: Examination Access Arrangements Policy.

Management of NEAS / Coursework / Controlled Assessment Policy

Senior Leadership Team

- Accountable for the safe and secure conduct of NEAs / Coursework / Controlled Assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of departments to schedule assessments. (It is advisable that assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
  - clashes/problems over the timing or operation of assessments.
  - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
- Ensure that all members of staff involved have a calendar of events
- Update an internal appeals policy for NEAs / Coursework / controlled assessments.

Heads of Departments

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the examination series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff (inc. Heads of Departments)

- Understand and comply with the general guidelines contained in the JCQ publication Instructions for Conducting Coursework
- Understand and comply with the awarding body specification for teaching NEAs and coursework and conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the examinations' office details of all unit codes for NEAs /coursework /controlled assessment.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- 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. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (Head of SENDCO) for any assistance required for the administration and management of access arrangements.

Examinations Office Staff

- Enter students for individual units, whether assessed by controlled assessment, internal or external examination or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the examinations office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out under the direction of the senior leadership team.

Special Educational Needs Co-Ordinator/Additional Learning Support

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

For Risk Management of Controlled Assessment See Appendix 3

Plagiarism and the use of Artificial Intelligence

We would draw your attention to the following guidance for non-exam assessed work as failure to abide by this is likely to be considered malpractice and may result in severe sanctions, including disqualification: Students must not:

- submit work which is not their own;
- make available their work to other candidates through any medium;
- allow other candidates to have access to their own independently sourced material;
- assist other candidates to produce work;
- use books, the internet or other sources, including artificial intelligence (AI) without acknowledgement or attribution; if any sections of their work are reproduced directly from AI generated responses, those elements must be identified and the student must understand that they will not be awarded marks for this work
- misuse AI such that the work that is submitted for assessment is not their own. In doing this they will have committed malpractice, in accordance with JCQ regulations, and may be liable for severe sanctions;
- submit work that has been word processed by a third party without acknowledgement;
- include inappropriate, offensive or obscene material;
- publicise their work, e.g. by posting it on social media.

Please refer to the Malpractice Policy for more detailed understanding of how you can prevent committing malpractice through plagiarism or use of AI and the processes that we will follow if suspected malpractice takes place.

BTEC Enrolment Guidelines, Assessment, Internal Verification and Appeals Policy

Enrolment Guidelines

Members of staff use the same enrolment guidelines when interviewing students for courses and provide consistent information and advice to ensure that students undertake appropriate qualifications and lead to improvements in retention and attainment.

Advise students of the courses on offer via the Option and Curriculum Booklets and an Options Open Evening.

At this event students and parent/carers are urged to speak to course leaders regarding the suitability of a course. The guidelines are not static. Each year they are reviewed and revised if necessary: for example, if departments introduce new qualifications at different levels.

Matching Students to Programmes

Every student interviewed is given a course offer. Entry requirements and predicted grades are considered key to a realistic and accurate offer of a place and this is communicated to the applicant early in the process. Alternative courses are offered to applicants whose course choices do not match their predicted grades. Once students have their actual grades the course offer is reviewed.

Assessment Policy - Key Aims

To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals.

To ensure that the assessment procedure is open, fair and free from bias and to national standards.

To make sure that there is accurate and detailed recording of assessment decisions. In order to do this, the centre will:

- ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- assess learner's evidence, using only the published assessment and grading criteria
- ensure that assessment decisions are impartial, valid and reliable
- not limit or 'cap' learner achievement if work is submitted late
- develop assessment procedures that will minimise the opportunity for malpractice
- maintain accurate and detailed records of assessment decisions
- maintain a robust and rigorous internal verification procedure
- annually provide samples for National Standards Sampling, as required by the awarding body
- monitor reports and undertake any remedial action required
- share good assessment practice between all BTEC programme teams
- ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff members
- provide resources to ensure that assessment can be performed accurately and appropriately
- ensure that every student will have at least one unit internally verified by the department lead IV
- give a chance for resubmission dependency on the course route followed.

Internal Verification - Aims

1. To ensure that internal verification is valid and reliable, and covers all assessors and programme activity.
2. To ensure that the internal verification procedure is open, fair and free from bias.
3. To ensure that there is accurate and detailed recording of internal verification decisions.

In order to do this, the centre will:

- ensure that all centre assessment instruments are verified as fit for purpose
- verify an appropriately structured sample of assessor work from all programmes, sites and teams, to ensure centre programmes conform to national standard requirements
- plan an annual internal verification schedule, linked to assignment plans
- define, maintain, and support effective internal verification roles
- ensure that identified staff will maintain secure records of all internal verification activity
- brief and train staff of the requirements for current internal verification procedures
- promote internal verification as a developmental process between staff
- provide standardised internal verification documentation
- use the outcome of internal verification to enhance future assessment

BTEC Appeals - Aim

1. To enable the learner to enquire, question or appeal against an assessment decision.
2. To attempt to reach agreement between the learner and the assessor at the earliest opportunity. To standardise and record any appeal to ensure openness and fairness.
3. To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate. To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- inform the learner, at induction, of the Appeals Policy and procedure
- record, track and validate any appeal.
- forward the appeal to the Quality Nominee when a learner considers that a decision continues to disadvantage her/him
- keep appeals records for inspection for a minimum of eighteen months
- have a staged appeals procedure.
- take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement

Appeal Process

The policy, relating to Internal Assessment Decisions and Examination Results, is to help ensure that the school's appeals procedure contains the essential elements of transparency, right of hearing, independence in the hearing and a written record of outcomes.

The Deputy Headteacher is the nominated senior member of staff to manage appeals. The Examinations Officer will be responsible for disseminating information to all candidates and their carer/s about the appeals procedures and for informing the Head Teacher about the existence and outcome of all such appeals.

Internal Assessments

- Appeals regarding coursework/internal assessments must be made in writing within two

weeks of the Internal Verification Process for that unit following grade and feedback to the Quality Nominee.

- The teacher(s) concerned in making the assessment, which is the subject of the appeal, will see a copy of the appeal and in conjunction with their Head of Department or Assistant Head Teacher, respond in writing. A copy will be sent to the candidate.
- If candidates are not happy with the written response they have received, then they will be entitled to a personal hearing. Reasonable notice will be given of the hearing date and the candidate will have sight of all the relevant documents (e.g. The marks given, the assessment made) to the case in advance of the hearing. Where candidates are presenting their own cases, they will be allowed to be accompanied by a (single) carer/friend. The teacher(s) and the candidate will have the opportunity to hear each other's submission to the panel at the hearing.
- The Appeals Panel will comprise at least two individuals who had not previously dealt with the particular case, such as the Head Teacher and a Governor.
- A written record of all appeals will be kept outlining the outcome of the appeal and reasons for that outcome. A copy will be sent to the candidate and, where appropriate, to the carer/s within a two week period following the hearing.
- The Awarding Body will be informed if there is any change to an internally assessed mark as a result of an appeal.

Examination Results

- Appeals regarding examination results should be made in writing to the Examinations Officer stating the details of the complaint and the reasons for the appeal. All appeals must be received within 7 days of the publication of results to allow sufficient time for a fair hearing.
- The school is aware of the need to resolve speedily any internal dispute or appeal against any internal assessment decision, since the Awarding Bodies cannot change the dates on which certificates are printed and issued. All appeals must be dealt with by the date set as the deadline for enquiries about results by the Examination Boards.
- Appeals initiated by parents will attract a fee. The fee will be reimbursed to the parents, by the school, if the grade is improved.

Enquiries about Results (Re-marks)

In cases of Enquiries about Results, where the school does not uphold a request for such an enquiry, the student may normally pay to have an enquiry carried out. Where the student wishes to challenge the decision not to hold an enquiry or consequent appeal, a similar procedure to that mentioned above will be carried out.

Note: Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgment on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Procedure for Medical Assistant in Examination Venues

OUTCOME – To maintain the integrity of both the examination paper and the exam centre and ensure the safety of the casualty

- Stop examination
- Second invigilator note time examination stopped
- Briefly explain the situation to candidates with minimum information (without breaching the rights of any individual to confidentiality) who must remain silent and not communicate with other candidates.
- GYM - First Invigilator to call First Aiders on the phone/walkie-talkie reception
- First Aiders – to alert SLT immediately who will go to the examination room.
- If necessary, move any candidates and furniture which would impede the casualty or access of the first aiders/ambulance crew
- Assess the gravity of the medical situation.
- If the casualty is clearly in grave danger, students should be directed to leave the Examination room (in complete silence) via an appropriate exit. A decision will then be made on how they are to be accommodated until a decision is made regarding the continuation of the examination.
- If the casualty is clearly in no immediate danger, students will remain in the examination room maintaining silence
- Once casualty is removed from the room, restart the examination with adjusted end time
- Apply for special consideration for all candidates in the room

Emergency Evacuation Procedure for Examinations

The invigilator **MUST** take the following action in an emergency such as a fire alarm or a bomb alert:

- Stop the candidates from writing.
- Collect the attendance register (in order to ensure all candidates are present.)
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- Advise candidates to leave all question papers and scripts in the examination room.
- Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.
- Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking them (with question papers and scripts) to another exam room to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body at next immediate opportunity.

Resilience and Contingency Plan for Examinations at Enfield County School for Girls

This policy is based on the Joint Contingency Plan published by Ofqual and should be read alongside it.

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

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

Aims

The contingency plan is designed to ensure that the school responds in a consistent and effective manner in the event of major disruption to the examinations system. It complements the plan already in place, the processes and procedures already set out by the examination boards.

The plan will be implemented in the event of major disruption to the examination system and as widespread illness, travel disruption, bad weather and power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced; e.g. the Metropolitan Police, Environment Agency, Public Health England.

The plan will be implemented to safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The priority when implementing the contingency plan will be to maintain three principles:

- Delivering examinations/assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards

Communications

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response. Details of specific agreed contingencies will be confirmed on the Ofqual website.
Enfield County School for Girls is committed to communicating with candidates and parents in a clear and accurate way so that they are aware of disruptions and contingencies.

The Senior Designated Contact for awarding bodies is both the Deputy Headteacher - Curriculum and Assistant Headteacher - Examinations to manage emergency requests during the summer holidays.

Responsibilities

In the event of disruption to examinations, ECSfG is responsible for:

- Preparing plans for disruption to exams as part of general emergency planning
- Preparing candidates for exams
- Ensuring examinations and assessments are taken under the conditions prescribed by awarding bodies
- Ensuring that assessment materials and candidates work are stored under secure conditions
- Deciding whether the centre can open for exams as scheduled and informing the relevant organisations if it is unable to open
- Exploring the opportunities for alternative arrangements if the centre cannot open for exams and agreeing these arrangements with the awarding bodies
- Judging whether candidates meet the requirements for special consideration as a result of any disruption and submitting these requests to the relevant awarding body
- Liaising with awarding bodies in the event of disruption to the transport of papers
- The distribution of results to candidates

Absence of Head of Centre or AHT responsible for examination.

Criteria for implementation of the plan:

- Absence of Head of centre / AHT (Exams) is absent for prolonged periods

Centre Actions:

- Awarding bodies are informed immediately that there is an Acting Headteacher in place.
- Head of Centre/Deputy Headteacher will ensure the work of the AHT in charge of exams is carried out and if needed seek support from other members of SLT.

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

Criteria for implementation of the plan:
Key tasks required in the line-management and administration of the exam cycle not undertaken including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited and trained

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment

- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods
- e.g. very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required to awarding bodies
- Results and post-results
- access to examination results affecting the distribution of results to candidates
- the facilitation of the post-results services.

Centre Actions:

- Head of Centre/Deputy Headteacher will ensure the above tasks are carried out with the support of Assistant Headteacher for Examinations, and if needed other members of SLT.
- DHT will contact neighbouring schools to request Exam Officer support where appropiate

SENDCo extended absence at key points in the exam cycle

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

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff providing support to access arrangement candidates not allocated and trained

Exam time

- access arrangement candidate support not arranged for exam rooms

Centre actions:

- DHT/AHT for Curriculum and Exams to work with Senior Leaders for Inclusion (DHT – Behaviour) and Heads of Department to undertake the above tasks, including identifying students where applications for access arrangements may be required.
- DHT / AHT will seek employment of outside agencies/professionals if required.

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan:
Key tasks not undertaken including:

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

Centre actions:

- Other subject staff to assume marking workload and prioritising of assessments for external award, to be directed by the Head of Department.

- The Examinations Officer to liaise with Head of Department and/or SLT, if appropriate, to ensure all necessary deadlines are adhered to. Where this is not possible, the Exams Officer will liaise with the relevant Awarding Body and act upon advice received.

Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

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

Centre Actions:

- The Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion.
- The Exams Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

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

Criteria for implementation of the plan:

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions:

- The Examinations Officer will organise rooming for examinations well in advance of examination windows, ensuring sufficient time is available to identify appropriate rooms and plan appropriately.
- In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Exams Officer at all times during such emergencies.

Cyber Attack

Criteria for implementation of the plan:

- Where a cyber-attack may compromise any aspect of delivery.

Centre Actions

- The Examination Officer in consultation with the Head of Centre will contact the Exam Boards immediately to inform them of the cyber-attack.
- The Examinations Officer, in consultation with the SLT, will make entries from another venue, (Lower School, Enfield Grammar School or home if needed) **complete the entries** direct to the award bodies. At all times during the cyber-attack the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.
- The Examinations Officer, in consultation with the SLT, will from another venue (Lower School, Enfield Grammar School or home if needed) during exam season to **print labels for dispatch, print seating plans, registers, special considerations, entering marks for NEA's and uploading coursework** direct to the awarding bodies. At all times during the cyber-attack the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.
- The Examinations Officer, in consultation with the SLT, will from another venue (Lower School, Enfield Grammar School or home if needed**) during results weeks to print statement of results for students, download results to secure site, apply for remarks, script requests and direct to the awarding**

bodies. At all times during the cyber-attack the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.

- **Lower School full address: Enfield County School for Girls, Lower School, Rosemary Avenue, EN2 0SP)**
- The DHT / AHT to work with heads of department to ensure electronic copies of NEA / Coursework / Controlled Assessment is backed up on two separate devices (one being cloud storage) to minimise risk of IT system corruption and cyber-attacks.

Failure of IT systems

Criteria for implementation of the plan:

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

Centre actions:

- The Examination Officer in consultation with the Head of Centre will contact the Exam Boards immediately to inform them of the failure of IT systems
- The Examinations Officer, in consultation with the SLT, will **make entries from another venue** (Lower school site, Enfield Grammar School or from home if needed) direct to the awarding bodies. At all times during the failure of IT systems the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.
- The Examinations Officer, in consultation with the SLT, will from another venue (Lower school site, Enfield Grammar School or from home if needed) during exam season to **print labels for dispatch, print seating plans, registers, special considerations, entering marks for NEA's and uploading coursework direct to the awarding bodies.** At all times during the failure of IT systems the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.
- The Examinations Officer, in consultation with the SLT, will from another venue (Lower school site, Enfield Grammar School or from home if needed) during results weeks **to print statement of results for students, download results to secure site, apply for remarks, script requests and direct to the awarding bodies.** At all times during the failure of IT systems the Exams Officer and/or SLT will liaise with the Awarding Bodies to minimise disruption.
- **Lower School full address: Enfield County School for Girls, Lower School, Rosemary Avenue, EN2 0SP.**

Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan:

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

Centre actions:

- SLT to manage all such incidents by talking to JCQ and using other centres if possible.

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

Criteria for implementation of the plan:

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

Centre actions:

- The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements/ special consideration and liaise with the SLT to take appropriate action.

Centre unable to open as normal during the exams period

Criteria for implementation of the plan:

- Centre unable to open as normal for scheduled examinations.

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

Centre actions:

- The Examinations Officer will contact the relevant Awarding Bodies to discuss alternative arrangements and liaise with the SLT to take appropriate action, including contacting parents /carers of candidates to inform them of arrangements for examinations including alternative venue.

Disruption in the distribution of examination papers

Criteria for implementation of the plan:

- Disruption to the distribution of examination papers to the centre in advance of examinations *The Centre to communicate with the relevant Awarding Bodies to organise alternative delivery of papers.*

Centre actions:

- The Examinations Officer will contact the relevant Awarding Body to discuss alternative delivery of papers to the Centre.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan:

- Delay in normal collection arrangements for completed examination scripts.

Centre's actions:

- The Examinations Officer will contact the relevant Awarding Body to notify them of any such difficulties and put in place agreed alternative arrangements.

Assessment evidence is not available to be marked

Criteria for implementation of the plan:

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

Centre actions:

- The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

Centre unable to distribute results as normal

Criteria for implementation of the plan:

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post- results services. *Centre to contact awarding organisations about alternative options*.

Centre actions:

- The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given

Disruption due to Pandemic/National response

Criteria for implementation of the plan :

- National Guidance, as published by the government.

Centre actions:

- School will also look for all guidance from the Department for Education in England, the Government as a whole and all awarding bodies.
- Maintain contact with the relevant awarding organisations and follow their instructions.
- Communicate with staff, parents, carers and students any changes to any exams, including those cancelled exams and what the next steps are.
- The Exam officer will make sure all candidates are entered correctly for every subject and follow any additional instructions or training on the next stage of the planning

Events

Disruption of teaching time – ECSfG is closed for an extended period. It remains the responsibility of the school to prepare students for examinations.

In the case of severe weather the school will follow the advice of the DfE.

ECSfG will remain open if possible after giving due consideration to the health and safety of students and staff:

- Communicate with parents
- Make full use of the information on the school website regarding schemes of work and of Ms Teams regarding work set; resources and assessment.

1. ***Disruption in the distribution of examination paper***

- In the event of the awarding bodies not being able to deliver examination papers to the centre in advance of examinations, the EO will ensure that papers made available via a secure external network are received, copied and stored under secure conditions.

2. ***Candidates unable to take examinations because of a crisis – ECSfG remains open***

- ECSfG will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding body. JCQ guidance on alternative site arrangements will be used.
- ECSfG may need to offer the candidates the opportunity to sit the examination at the next available series
- If candidates have met the minimum requirements, ECS may apply to the awarding bodies for Special Consideration.

3. ***ECSfG is unable to open as normal during the examination period***

ECSfG will inform each awarding body if it is unable to open as normal. The actions taken will be: ECSfG will, if possible, open for examinations only

- Examinations will be taken at the Lower School after seeking the agreement of the relevant awarding bodies. **Lower School full address: Enfield County School for Girls, Lower School, Rosemary Avenue, EN2 0SP**
- ECSfG will seek to use alternative venues in agreement with the relevant awarding bodies, e.g. Enfield Grammar School, Chace Community School or other public buildings.
- If candidates have met the minimum requirements, ECSfG may apply for Special Consideration.

4. ***Disruption to the transport of completed scripts***
ECSfG will ensure safe and secure storage until collection.

5. ***Assessment evidence is not available to be marked***

If large scale damage occurs to completed examination scripts or assessment evidence, ECSfG will communicate with the relevant awarding bodies regarding the generation of candidate marks based on the other appropriate evidence of achievement as defined by the awarding bodies.

6. ***Awarding organisation unable to issue accurate results***

ECSfG will maintain communications with awarding bodies and candidates regarding the validity of results

7. ECSfG unable to distribute results as normal

Head of Centre, supported by Senior Leaders will make arrangements after contacting the relevant awarding bodies. These alternatives are available:

- Results are distributed from the Lower School site Lower School full address: Enfield County School for Girls, Lower School, Rosemary Avenue, EN2 0SP
- Seek alternative sites if needed to distribute results such as local centres e.g. Chace Community School, Enfield Grammar school,
- Arrangements can be made to post results from an alternative site.

Appendix 1

R1

<u>Candidate Information</u> Reviews of Marking - Centre Assessed Marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Enfield County School for Girls 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. ECSfG 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. ECSfG 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. ECSfG will inform candidates that they may request copies of materials to be made available (marked work, mark scheme and specification) to assist them in considering whether to request a review of the centre's marking of the assessment.

3. ECSfG will, having received a request for copies of materials, promptly make them available to the candidate. This will either be the originals viewed under supervised conditions or copies.

4. ECSfG will provide candidates with sufficient time normally at least five working days, 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 by the candidate using form R2, the deadline for which is on the form. Requests will not be accepted after this deadline. Requests must be made in writing and candidates must explain on what grounds they wish to request a review.

6. ECSfG 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. ECSfG will ensure that the review of marking is conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component in question and has no personal interest in the review.

8. ECSfG 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. A written record of the review will be kept and made available to the awarding body upon request. The centre will inform the awarding body if it does not accept the outcome of a review.

11. A request for a review of marking is not an opportunity for a candidate to resubmit any of the completed work.

12. A request for a review of written work costs £35 and must be paid via ParentPay before the deadline on form R2.

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 Enfield County School for Girls and is not covered by this procedure. The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that the centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

Enfield County School for Girls

Appendix 2

<u>Reviews of Marking - Centre Assessed Marks</u> (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Candidate Application Form:

Name: _____ Form: _____Candidate

Number: _____

Subject: _____ Exam Board: _____

Teacher: _____

Coursework Mark to be Reviewed: _____

I agree to pay the cost of Review on ParentPay of £35.00 ☐

Email (to contact you with outcome): _____

Your Signature: _____

***Deadline for return of form to Exams Office: ……..**

……

<u>For Exams Office use only:</u>

Charge of £35 paid on ParentPay: Yes/No

Review completed by (staff initial): _____ Signed: _____

Date of Review: _____

Outcome of Review: No change/ Mark changed to: _____

Appendix 3

Risk Management for NEAs / Coursework / Controlled Assessment

Risk and Issues	**Possible Action**		**Staff**
	Forward Planning	**Action**	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT/EO/HoD
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	SLT/EO/HoD
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or the Gym or multiple sittings where necessary	EO/HoD/ Subject Leaders
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		EO/HoD

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

Risk and Issues	Possible Action		Staff
	Forward Planning	**Action**	
Control Levels for Task Taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	EO/ HoD/Deputy Head
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HoD / Subject Teachers
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoD / Subject Teachers
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		EO/ Subject Teachers/HoD

* Not all controlled assessment, whether for the BTEC or GCSEs, will require the completion of a study diary or study plans

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

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

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

Risk and Issues	Possible Action		Staff
	Forward Planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoD / Subject Teachers / Deputy Head
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	Deputy Head/ HoD / EO