



## Three Ways School

### **Exam Bodies (AQA/WJEC/ASDAN/EdEXCEL/OCR) Course Delivery Policy**

#### **Objective**

The key objective of this policy is to set up an efficient exam, coursework and internal moderation system, with clear guidelines for all users. Every September the exam officer (Jo Stooling) and Deputy Exam Officer (Ali Filer) will circulate to all departments the board and specification used by that department. They will also require provisional numbers for pupils who will be entered for exams the following Summer term, or for unit specific courses the appropriate exam period.

At present pupils at Three Ways School are entered for the following courses. Pupils are entered for the courses if they are working at the level requested by the exam board. (Progress information can be obtained from B Squared and CASPA reports and should be discussed with form tutors. (Please discuss entries with exam officer prior to entry. Exam Officer to process all entries using the relevant exam website).

#### **WJEC Board (Welsh Joint Examining Board)**

Functional Skills Maths

#### **ASDAN**

Personal Social Development PSD

#### **AQA Board (Assessment and Qualifications Alliance)**

ELC Art and Design

ELC Science

ELC English

ELC French

ELC Technology

Functional Skills Information and Communication Technology

GCSE Art

#### **EDEXCEL**

BTEC Jamie Olivers Home Cooking Skills Level 1, Level 2.

From Sept 2016 we will be running OCR Entry Level Qualifications

#### **Accountability of Teachers leading Exam courses:**

1. One Subject Teacher should be nominated to take responsibility for exam entries/withdrawals.
2. Teachers leading exam courses are responsible for accessing current syllabuses and informing the Exams Officer of any exam related training that they may require. The Exams Officer will also forward any training information directly to staff.
3. Teachers are required to know the course spec requirements (e.g. coursework requirements, submission dates, mark schemes and allocation requirements) Teachers should access this information from the Exams Officer or directly from the course providers website

### **Entries**

All candidates will be entered by the due date set by the board. It is the responsibility of the teacher leading the exam course to ensure that the correct pupil lists are issued to the exam officer.

### **Amendments**

Withdrawals will be accepted by the exam officer up to the date set by the board. These will only be completed on medical grounds or other extenuating circumstances. These will need to be discussed with the Headteacher prior to withdrawal.

### **External exams**

The exam officer is responsible for the organisation and conduct of all external exams.

1. Final confirmation of entry numbers and levels will be made.
2. All exam papers will be counted in by the exam officer and deputy exam officer and locked away.
3. All sealed exam papers will be signed in at reception on their arrival (Ali has the signing in book). They will then be immediately locked in the safe in the Deputy Heads Office. The Exam Officer / Deputy Exam Officer will hand the relevant materials to the teacher leading the course or the invigilator before the exam. NO papers should be left unsupervised at any time.
4. No exam papers can be removed from the exam room before the end of a session.
5. All exams will be conducted according to the rules laid down by exam boards and within the start and finish times determined by the board.
6. Any misconduct or irregularity must be reported to the exam officer as soon as possible, who will then inform the exam board concerned.
7. In the absence of the exam officer at the end of any exam, papers will be collected and taken to the front office and given into the care of the deputy exam officer (Ali).
8. Students will not be allowed to leave an exam unless their exam paper has been picked up and secured by an invigilator.

### **Coursework**

It is the responsibility of each department to ensure all coursework is despatched at the correct time. Subject teachers may liaise with the exam officer if necessary. Coursework will be despatched using the same method as for exam papers. Coursework must be witnessed by exams officer prior to sending and sent by school office staff only.

### **Invigilation**

Conduct of invigilators

1. The exam officer will ensure that each exam session will have a designated invigilator in charge, whose role will be to deploy invigilators and oversee conduct of each.
2. Senior invigilator will check attendance according to seating plan.
3. Invigilators must not take any work into the exam room but give full attention to the conduct of the examination.
4. Where staff are invigilating on their own they should have access to a phone in order to call for assistance if necessary without leaving the room.
5. If school governors are interested in being involved in invigilation they

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should contact the exams officer. Any volunteers acting as exam invigilators will be subject to the necessary DBS checks.

### **Results**

1. Results will be available for collection on the day notified by the exam boards only.
2. Subjects should check for the possibility of a re-mark/re-grade within three days of scrutiny of the results.
3. If a result is queried the exam officer will investigate the feasibility of asking for a re-mark.
4. School will be open on the morning the results are published so that pupils can come into collect their results.

### **Special needs access arrangements**

Many of our pupils at Three Ways are entitled to the use of a reader / scribe. The decision is made after an assessment of their needs which will be organised by the Exam Officer. Any teaching assistants or teaching staff acting as amanuenses will follow the requirements as supplied by the Exams Officer. The exam officer will ensure requests for special consideration will be sent to the boards and process the replies. The Exams Officer can then inform individual staff of any special arrangements which individual pupils can be granted during the course and in the exam. In the case of pupils with specific learning difficulties/visual impairment or certain other medical conditions, these can be any or all of the following:

- Extra time for coursework and examinations
- Rest periods
- A reader
- A scribe
- Enlargements/models
- A helper
- A prompter
- Separate room/invigilator
- Use of word processing/printing facility

Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, M.E. sufferers. In these cases invigilation/examination rules must still be adhered to.

A separate room and invigilator are required for anyone with a reader and a separate room is required for an individual or group who is/are granted extra time/rest periods/use of a word processor.

It is preferable that the reader/scribe should be a person within the department who is familiar with and has had practice with the pupil taking the examination. It is important if for example the pupil and reader or scribe have worked together in similar situations such as internal tests/exams. It is the duty of the exams officer to ensure that no unauthorised help is given to these pupils.

The exam officer will complete the special arrangement request forms for special needs candidates at the appropriate time and provide the necessary evidence to reach the exam boards on the stipulated dates. Boards have a timetable of dates for the ordering of modified/-enlarged papers for Entry Level Certificates and GCSEs which must be complied with.

The early opening and checking of special needs candidates' papers should be conducted in the presence of the exam officer only with the permission of the exam board, at an agreed time and any further enlargements/modifications completed by the designated person in good time for the start of the exam. In cases where extra time has been granted and the examination finishes after school hours, the candidate's papers will be given to the exam officer and locked away.

The necessary re-scheduling of external exams for special needs pupils will be co-ordinated with the exam officer e.g. pupils who have extra time cannot fit two exams in one day.

Candidates with visual impairments may be granted an early start to examinations to allow time for rest breaks and extra time. Such candidates will be properly supervised at all times and have no contact with other candidates taking the same examination.

Candidates with extra help/time for coursework must ensure that it is all their own work. It is the responsibility of teachers and teaching assistants to ensure that all work is original.

### **Assessment, Internal Verification and Malpractice**

Three Ways School is committed to ensuring that standards of assessment are consistent, transparent and in line with the requirements of our awarding bodies. The way pupils 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 judgements 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 and internal verification.
- d) To provide learner-centred approaches to assessment, which provide opportunities for students to achieve at levels commensurate with the demands of their course.

### **Assessment**

Internal Assessment is defined as the process where staff make judgements on evidence produced by students against required criteria for the qualification. 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, be subject to internal verification and external moderation by the awarding body.
  - b) Students must be left in no doubt that any grade awarded will be subject to internal and/or external scrutiny, (moderation) and that ultimately the final decision rests with the awarding body.
  - c) The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient, authentic and that
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judgement of evidence is valid and reliable.

d) Students will be given an interim deadline for each assignment. Following feedback a new deadline will be set after which the work is assessed and the outcome entered on the student study sheet. The assessment decisions are then internally verified according to the procedure outlined below. There is a further opportunity to improve assignments before the final deadline. Pupils will be given support to remember the deadlines (a symbol chart or letter may be appropriate).

e) All coursework must be handed in on the stated date. If work is handed in late, a decision about whether it should be marked by the Exams Officer.

### **3.1 Role of the Assessor**

The role of the Assessor is to:

a) Set tasks which allow students to demonstrate what they know, understand and can do so that they have opportunities to achieve the highest possible grades on their BTEC courses.

b) Ensure that learners are clear about the criteria they are expected to meet in their assignments and that they are fully briefed on the skills which need to be demonstrated in the coursework / portfolio components of a subject.

c) Encourage students by giving detailed feedback and guidance on how to improve work.

d) Set interim deadlines for coursework and advise pupils on the appropriate amount of time to spend on the work, ensuring it is commensurate with the credit available.

e) Mark and return drafts within two weeks of submission.

f) Adhere to the Awarding Body's specification in the assessment of student assignments.

g) Record outcomes of assessment using appropriate documentation. Outcomes will be held secure for three years, measured from the point of certification.

h) Ensure each candidate signs to confirm that the work is their own and that it is endorsed by the teacher after marking the work. A completed original document must be securely attached to the work of each candidate and to that of each sample request.

i) Provide accurate records of internally assessed coursework marks to the Exams Office in a timely manner by e-mail for transfer to the awarding body.

### **3.2 Internal Verification**

a) The Lead Internal Verifier is at the heart of quality assurance on BTEC programmes. The role is to ensure that internally assessed work consistently meets national standards but can also lead to staff development and quality improvement.

b) Each course will have an identified Lead Internal Verifier (LIV) who is not  
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otherwise involved in the assessing or setting of work which he or she is asked to verify.

c) Internal Verifiers may also be appointed who will have the knowledge and qualifications relevant to the qualification(s) and other competence-based award(s) for which they are responsible to enable accurate judgements to be made regarding candidate performance in relation to competence criteria.

d) The role of the internal verifier: The IV should -

- Not verify their own work or assignments.
- Ensure that all assignment briefs are verified as fit for purpose prior to their being circulated to students. They should enable students to meet the unit grading criteria.
- make recommendations to the assessor on how to improve the quality of the brief if necessary.
- Make all IV evidence available to the EV (External Verifier)
- Plan with the course team an annual internal verification schedule linked to assignment plans.
- Consider the assessment decisions of all units and all assessors to judge whether the assessor has assessed accurately against the unit grading criteria
- Verify samples of work – one third of all students per unit and ensure all students' work is scrutinised throughout the duration of the course. New or inexperienced assessors may be given additional support by the IV.
- Consider alternative methods of moderation/verification as required for non-written (ephemeral) assessments (e.g. assessments of performance, oral presentations, and work placements). In most cases, the documentary record of the assessor(s) will provide the basis for verification.
- Maintain secure records of all work sampled as part of their verification process.
- If a concern is raised the IV should discuss this with the assessor prior to the final confirmation of the marks for all the students taking the assignment. As a result of the IV process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes either to all marks or to some marks.
- Where re-sampling is necessary the work should be verified again before being sent to the EV (External Verifier) and records kept.

### **3.3 Authentication of Candidate's Work**

a) On each assignment students must sign that the work submitted is their own and teachers / assessors should confirm that the work assessed is solely that of the candidate concerned and was conducted under required conditions.

b) If the student hands in an assignment and teachers suspect it is not the student's own work, the matter should be reported to the Exams Officer (Jo Stoealing) who must proceed in accordance with the Exams/Coursework Policy.

### **3.4 Student Misconduct**

Misconduct covers a range of offences, which can be collectively described as cheating. The following is not an exhaustive list and the School reserves the right to include any other type of cheating under the terms of this policy.

a) Plagiarism: taking someone else's work, images or ideas, whether published or not, and with or without their permission, and passing them off as your own: thereby not properly acknowledging the original source. This particularly relates to material downloaded from the Internet or copied from books

- b) Copying the work of other students with or without their permission and knowingly, allowing another student to copy one's own work.
- c) Colluding with other students to produce work, which is then submitted individually, except where this is specifically required/allowed by the assessment criteria.
- d) Falsely claiming extenuating circumstances to gain an unfair advantage in assessment outcomes
- e) Submitting work done by another student as your own.

### **3.5 Preventing Student Misconduct**

Three Ways School will take positive steps to prevent and reduce the occurrence of malpractice by students. These will include:

- a) Discussing malpractice and consequent penalties directly with pupils.
- b) periods of supervised sessions during which evidence for assignments/tasks/coursework is produced by the student.
- c) altering assessment assignments/tasks/tools on a regular basis.
- d) using oral questions with students to ascertain their understanding of the concepts, application, etc within their work.
- e) assessors getting to know their students' styles and abilities.
- f) Ensuring access controls are installed to prevent students from accessing and using other people's work when using networked computers. (Pupils personal login and passwords).

### **3.6 Investigating Student Misconduct**

There will be an investigation if student misconduct is suspected which may lead to disciplinary action.

- a) Students who attempt to gain an award by deceitful means will automatically have their result(s) suspended (held) pending a thorough investigation by a member of senior staff. The student will be informed at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences.
- b) The outcome of the investigation will determine the appropriate course of action to be taken by the School. In a case where student malpractice is found to be substantiated will be reported to the awarding body.
- c) If no evidence is found that the student cheated, then the benefit of the doubt should be given to the student and the grade achieved should be awarded.

### **3.7 Appeals Procedures**

- a) It is the responsibility of the School as an assessment centre, to make all students aware of the appeals procedure and give them access to a copy of the procedure. This will be shared with them verbally to ensure understanding.
- b) The Exams Officer is responsible for managing the formal appeals process. If deemed necessary, a formal appeals panel should be set up comprising at least three people, where at least one member is independent of the assessment process.
- c) Written records of all appeals should be maintained by the School. These

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should include a description of the appeal, the outcome of the appeal and the reason for that outcome.

### 3.8 Grounds for Appeal

A student/candidate would have grounds for appeal against an assessment decision in the following situations. This list is selective and not exhaustive.

- a) The work is not assessed according to the set criteria or the criteria are ambiguous.
- b) The final grade of the work does not match the criteria set for grade boundaries or the grade boundaries are not sufficiently defined.
- c) The internal verification procedure contradicts the assessment grades awarded.
- d) There is evidence of preferential treatment towards other students/candidates.
- e) The conduct of the assessment did not conform to the published requirements of the Awarding Body
- f) Valid, agreed, extenuating circumstances were not taken into account at the time of assessment, which the School was aware of prior to the submission deadline.
- g) Agreed deadlines were not observed by staff.
- h) The decision to reject coursework on the grounds of malpractice.

### 3.9 Formal appeal procedures

- a) If, after informal discussion with the LIV, the candidate wishes to make a formal appeal, the candidate must ask the LIV, in writing, for a re-assessment. This must be done within 10 working days of receiving the original assessment result.
- b) The Exams Officer with the Lead Internal Verifier, on receipt of the formal appeal from the candidate, will try to seek a solution negotiated between the relevant assessor and the candidate. If it is not possible to reach an agreement, a meeting will be convened.
- c) The Verification Appeal meeting will normally meet within 2 weeks of the receipt of the appeal by the LIV, with re-assessment, if deemed necessary by the panel, taking place within 15 working days of the appeals panel meeting.
- d) The outcome of the appeal may be:
  - Confirmation of original decision;
  - A re-assessment by an independent assessor;
  - An opportunity to resubmit for assessment within a revised agreed timescale.

### 3.10 Staff Malpractice

The following are examples of malpractice by School staff. This list is not exhaustive.

- a) Failure to keep any awarding body mark schemes secure
- b) Alteration of awarding body assessment and grading criteria
- c) Assisting students in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves School staff producing work for the student
- d) Producing falsified witness statements, for example for evidence the student has not generated
- e) Allowing evidence, which is known by the staff member not to be the student's own, to be included in a student's assignment/task/portfolio/

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coursework

- f) Facilitating and allowing impersonation
- g) Misusing the conditions for special student requirements,
- h) Failing to keep student computer files secure
- i) Falsifying records/certificates, for example by alteration, substitution, or by fraud
- j) Fraudulent certificate claims, that is claiming for a certificate prior to the student completing all the requirements of assessment

Where staff malpractice is suspected, an investigation will take place under staff disciplinary procedures.