Ysgol Uwchradd Y Frenhines Elisabeth
Queen Elizabeth High School

Moving Forward Together

ASSESSMENT & EXAMINATIONS POLICY

(incl.BTEC, Controlled Assessment, and Extenuating Circumstances

Curriculum, Standards & Pastoral Committee

Date established by Governing Body: 5th March 2020

Responsible Person – Mr. Gareth Roberts

Designated role – Assistant Headteacher

Chair of Governors signature – Jeremy Griffith

Date of Review – 5th December 2023

Next review – Autumn Term 2026

Policy   Version   Control

Version	Date	Page	Section	Reason for review	Summary of amendment	Chair of Governor's signature
1	5/12/23	Multiple	Multiple	Upgrade of policy	Multiple	*Jeremy Griffith* *5-12-23*

ASSESSMENT

AIMS

Assessment plays a key role in helping us to fulfil our goal of ensuring success for every child. In particular, it is an integral part of our quest to raise standards.

Assessment, Recording and Reporting should create an atmosphere in which expectations are high and achievements are acknowledged. All features and procedures should encourage pupils so that they develop the confidence and motivation to reach their maximum potential in all areas of the curriculum.

PURPOSES OF ASSESSMENT

Assessment may be used for a variety of purposes.
It may be:

Formative
identifying what has been achieved, what needs to be done next and setting realistic targets.

Summative
recording a pupil's overall achievement.

Diagnostic
identifying a learner's strengths and weaknesses thus enabling proper guidance and support to be provided.

Evaluative
helping to clarify curriculum aims and providing information that helps evaluate the effectiveness of the curriculum and of teaching strategies.

Above all, assessment should aim to motivate by involving pupils in their own learning through self-assessment and dialogue with the teacher, recording positive achievement, ensuring that they are fully aware of the criteria for success and establishing clear, achievable targets.

PRINCIPLES OF ASSESSMENT

Assessment should:

1. be manageable, efficient and effective;
2. identify strengths, weaknesses and targets for development;
3. be ongoing and integrated into teaching and learning;
4. communicate useful information in an accessible and constructive way;
5. meet statutory requirements;
6. embrace the academic, social, emotional, moral and physical development of the child;
7. provide a basis for dialogue between teachers, pupils and parents/carers;

8. motivate and involve pupils actively;
9. incorporate moderation and monitoring procedures for ensuring consistency of standards;
10. make clear the standards for success;
11. enable tracking of pupil progress to be carried out systematically.

Since assessment is an integral part of teaching and learning, schemes of work should include schemes of assessment and identify assessment opportunities including those for literacy, numeracy and Essential and Wider Skills as appropriate.

SCHOOL MARKING POLICY

The marking of pupils' work is central to pupils' learning and provides essential information for assessing progress, identifying areas of difficulty and encouraging further progress to be made. Also, it enables teachers to evaluate their courses and approaches to topics. Marking should be carried out in line with the school's agreed marking framework. (Appendix A)

1. Pupils should understand the purpose of any piece of work and be aware of the success criteria for marking.
2. Marking should be supportive and constructive, targets being set and actioned where appropriate 'what went well, even better if, now try this' (WWW/EBI/NTT).
3. Mistakes in spelling, punctuation and grammar should be pointed out by teachers who will bear in mind individual pupils' needs and the assessment principles of manageability.
4. High standards of presentation should be praised. Poor standards should be addressed. Pupils should be asked to redraft poorly presented work.
5. Pupils should be given opportunities to self and peer assess.
6. Monitoring of marking will be carried out by Standards Leaders and SLT. Regular scrutiny of work will form part of the school's self-evaluation and quality assurance calendar.

TRACKING PUPIL PROGRESS

One of the main aims of the school is to help all pupils realise their academic potential whatever their level of ability. The majority of pupils have the self-discipline and motivation to work to the best of their ability, however some have no clear idea of what they are aiming for or how to fulfil their true potential. Our tracking system aims to raise awareness of these issues by providing staff with enough time to discuss academic progress with individual pupils and to set each child realistic yet challenging academic targets which are reviewed periodically.

1. DEFINING A BASELINE
We receive the following information from our partner primary school colleagues about pupils who transfer to us in year 7:
- Welsh National Tests (WNT's);
- Attendance records;
- Medical information;
- AN record details, including IEP or statement of educational needs (where relevant);

- Behaviour Support Plan (where relevant);
- Details of particular achievements, aptitudes e.g. in music, sport, art, ICT etc. - with input from the pupil;
- Friendship groups;
- Any other relevant information likely to impact upon successful transition – socially or academically.

In addition, we provide a bank of tests for Year 7 pupils to confirm the baseline, including numeracy, spelling, reading and Cognitive Ability Tests (CAT's).

2. **EARLY INTERVENTION**
A range of data is used to establish a baseline and identify pupils in need of further basic skills support. Intervention programmes are provided to address identified shortcomings. Pupil progress during these interventions is closely tracked.

3. **TARGET SETTING**
Data from standardised tests in reading, spelling and numeracy, CAT's and WNT's are used to help staff set targets.

CAT'S are used within the first term of entry in Year 7 and are of great use in giving an indication of individual pupil potential. As they are based on quantitative, verbal and nonverbal assessment, the test results help our target setting to be far more realistic and meaningful.

The FFT Aspire data, when available, also helps with GCSE target setting. Alps is used as a tool for KS5 target setting.

Global Grades
The assessment coordinator analyses the baseline data. A Global Grade is then generated from the data available. This ensures that the data is used in order to support target setting.

Subject teachers then view the Global Grade as the minimum target level for their subject. They have the opportunity to set higher target grades than the Global Grade. Subject teachers will award termly interim attainment grades for Years 9 and upwards that are projected future outcomes based on current performance/attainment.

Global Grade	Minimum level expected at the end of Key Stage 3	Minimum GCSE grade range expected at the end of Key Stage 4
A	7	A*-B
B	6	A-C
C	5	B-C
D	4	C-D
E	4	C-E
F	3	C-E
G	3	C-E
1,2,3	W	Entry Level

P Levels	W	Entry Pathways

Example

If a child is in Year 7 and their **Global Grade is C** we would expect him/her to achieve a minimum of a level 5 at the end of Key Stage 3.

If a teacher awards a subject attainment grade of B the teacher expects him/her to achieve a minimum of a level 6. That means they are doing better in that subject than was expected. If a teacher awards a subject attainment grade of D the teacher expects him/her to achieve a minimum of a level 4. That means they are doing worse than expected.

All our reports to parents use this system. From September 2017 new Year 7 pupils have been given a range rather than a Single Global Grade.

Subject teachers should continually set and review subject specific targets as a result of formative and summative assessment processes. Pupils should record these in exercise books, files and/or planners.

4. DATA TRACKING AND RECORD KEEPING

Methods of recording assessment should be simple and effective. The SIMS Assessment module is used to track and record data. Tracking of pupil progress can then be undertaken in a more informed, systematic way.

Each department is expected to build a substantial test/assessment into the Scheme of Work for each end of module/half term. This enables teachers to monitor the progress and understanding of each pupil taught and to plan for appropriate action.

Years 9-11

Heads of Learning will monitor pupil performance in all subjects against their Global Grades. They will arrange for letters to be given to pupils who are exceeding their Global Grades in a significant number of subjects. Similarly they will arrange for letters to be sent home for pupils who are underachieving in a significant number of subjects [compared to their Global Grades]. Heads of Learning will interview pupils [and parents] where necessary.

Standards Leaders are responsible for ensuring for each year group appropriate examinations and assessments take place within their Area of Learning.

Teachers' assessment records should be available, on request, at all times and should be provided for parents to consult, if they so wish, on Parents' Consultation Evenings.

5. MONITORING OF PROGRESS

Subject teachers monitor continuously each pupil's progress. Doing this means that pupils are seen as individuals, and subject teachers are able to review and revise the targets which they set. Also, programmes of study can then be devised in order to meet individual needs, taking into account particular strengths and weaknesses of individuals. This should be evidenced from Assessment for Learning strategies within lessons.

6. **WHOLE SCHOOL ACTION TO PROMOTE INDIVIDUAL PROGRESS**

Under-achievers and high achievers are highlighted termly from the spreadsheets of Attainment grades. The names of pupils receiving grades which indicate causes for concern are highlighted and these pupils are interviewed by the appropriate Head of Learning.

Pupils who do well in aspects of a lesson are given achievement accreditation through the school's rewards system.

Form tutors discuss, with each pupil in the class, his / her performance. Tutors and pupils are expected to set and agree targets for the immediate future. These targets can then be reviewed at the next interview.

During tutorials form tutors interview pupils for one-to-one reviews.

Pupils should enter details of their review and write down their targets on their review sheets and in their Planners if possible. These should then be used for reviewing and resetting targets at a later date.

Subject teachers should continually set and review subject specific targets as a result of formative and summative assessment processes. Pupils should record these in exercise books or files.

The support of parents through the use of written reports as well as Parents' Consultation Evenings is welcomed and promoted.

The school organises in-house revision days during the pre-examination period for some subjects.

Results of pupils involved in these schemes are evaluated to determine what benefit has been derived.

NEW CURRICULUM

Progression

A successful curriculum, supported by effective teaching and learning enables learners to make meaningful progress.

Progression in learning is a process of developing and improving in skills and knowledge over time. This focuses on understanding what it means to make progress in a given area or discipline and how learners should deepen and broaden their knowledge and understanding, skills and capacities, and attributes and dispositions. This is key to them embodying the four purposes and to progressing into different pathways beyond school. It is essential that learning progression not only reflects Area knowledge and understanding but also reflects the capabilities reflected in the four purposes, their integral skills, and the cross-curricula skills. While the four purposes do not explicitly refer to progression, they should inform the planning

of all learning experiences within the Curriculum for Wales, which brings together content, pedagogical approaches and assessment practices to challenge and support learners.

Supporting learners to make progress is a fundamental driver of the Curriculum for Wales. Progression is reflected in the statements of what matters, the descriptions of learning for each of these statements and is also the primary purpose of assessment. Understanding how learners progress is critical to learning and teaching and should inform curriculum design, classroom planning and assessment. Effective pedagogy is paramount to supporting progression.

The pace at which learners progress will be individual to each learner.

Support for progression should provide space for diversion, reinforcement and reflection as a learner develops over time to new levels. Progression will require learners to revisit the concepts outlined in the statements of what matters, developing a more sophisticated understanding and application of these as they progress. Consequently, this is not linear, or simply moving from one topic to another, without making connections between learning and developing understanding of the underlying, shared fundamental concepts.

How will progression be measured?

The principles of progression provide a mandatory requirement of what progression must look like for learners. As a school or setting develops their curriculum, it must enable learners to progress in the dimensions set out below. This provides national expectations for the ways in which learners are expected to progress throughout the continuum of learning. The principles describe what it means for learners to progress and the capacities and behaviours practitioners must seek to support, regardless of a learners' stage of development. They are designed to be used by practitioners to: • understand what progression means and should look like in a given Area

1. develop the curriculum and learning experiences to enable learners to progress in the ways described
2. develop assessment approaches which seek to understand whether this progress is being made

The principles of progression are distinct from descriptions of learning which provide specific reference points of what progression looks like as learners work towards the statements of what matters at different points on their journey. Together, practitioners can use these two elements to understand what it means for learners to progress, and use this alongside the four purposes to inform learning, teaching and assessment.

What will reporting look like?

Pupils will receive 3 reports a year from each AoLE measuring specific progress against the principles of progression. A full report once a year will also include personalised comments associated with a child.

REPORTING TO PARENTS/CARERS

Reports are the means by which parents are informed of the assessments being undertaken in school.

It is the school's policy to maintain close dialogue with parents on all matters related to their children. Therefore, in addition to the specific reporting times [as shown in the annual calendar], parents are contacted on any occasion when it is deemed necessary or advisable.

Pupils in Year 11 will receive 1 interim and 1 full report. There are also Further Progress checks calendared. Pupils in Year 12 and 13 will have progress review interviews in the Autumn term, they will also receive a full report in the Spring Term. Data entered should be based on test Marks/Class works set for pupils. Each attainment grade should be agreed on within departments and a list of these assessed pieces of work should be available from subject teams on request.

Common Personal Attributes to be collected for full reports (Years 9-11) issued to parents are as follows:

- Effort
- Conduct
- Completion of Homework
- Communication
- Working with Others

REPORTS YEARS 9 – 10

Pupils in Years 9-10 receive two interim reports and one full report each academic year. There is also one Parents' Consultation Evening per year group where subject performance can be discussed in detail and parents can be involved in the tracking process.

KEY STAGE 3

At the end of Key Stage 3 reports will also contain:-

Teacher Assessment (TA) levels in English, Mathematics, Science, Welsh, Modern Foreign Language, Design & Technology, History, Geography, Information Technology, Art, Music and Physical Education – recorded on the MIS system.

Parents will also receive comparative information about the performance of their child's contemporaries in the same school.

Full and Interim reports include a summary of a pupil's attendance and the number of unauthorised and authorised absences.

PARENTS' REPLY SLIPS

Full reports, throughout Years 7 -13, are accompanied by parents' reply slips, on which parents are invited to write their comments on their child's performance and / or on the report.

If parents so wish, an interview will be arranged for parents to meet staff and discuss, in more detail, any matters of concern.

INVOLVING PUPILS

Pupils will make more progress if they:
- have a clear understanding of their learning objectives and of the criteria for assessment;
- are involved in regular self-assessment and target setting, learning to evaluate their own performance, progress, achievements and skills;
- discuss their performance and progress with their teachers regularly, and establish strategies for further progress;
- assess their own work. When self-assessment is in place it should help pupils to develop "guided independence" which will help them to have a view of their next targets.

FORMAL ASSESSMENT REQUIREMENTS AT KS3

Subjects with 4 or more lessons per fortnight to assess a minimum of **2** pieces of work formatively per term. i.e. English, Welsh, Maths, MFL, Science, PE and Humanities.	Task to be accessible at all levels (differentiated) with success criteria set at the beginning of task. Pupils to have a chance to redraft or revisit work following feedback given. Staff can then assign a level on the redrafted work.

Pupils should also have an opportunity to self and peer assess a minimum of 1 piece of work per term (either as part of the formative assessment set task or separately.)

LNF TOOLKIT - ASSESSMENT

All KS3 subjects address specific LNF focus within lessons and assess progress each term. This is recorded for progress information and to facilitate cohort level diagnostic assessment.

ANNUAL ASSESSMENT CALENDAR

At the beginning of each Autumn Term each member of staff will receive a calendar giving details of important dates and deadlines, including assessment deadlines. Reminders of deadlines will also be issued in the appropriate School Bulletins or Staff Briefings. All staff are expected to adhere to these dates in order to ensure the smooth running, and therefore effectiveness, of the Assessment Programme.

The assessment of LNF is an on-going development and is tracked via SIMS on a termly basis.

ROLES AND RESPONSIBILITIES

Assistant Headteacher – Curriculum and Assessment will:

- Keep up-to-date with local and national developments relating to assessment disseminate relevant documentation to Standards Leaders and advise other colleagues when necessary.
- Support, monitor and evaluate assessment/recording/reporting within the school.
- Analyse baseline testing and examination results and disseminate information to staff.
- Devise an annual reporting schedule and include it as part of the school calendar.
- Arrange for the production of termly spreadsheets for Heads of Learning to use as part of tracking, monitoring and intervention.
- Work with others to set a global grade for students at the school.
- Ensure that arrangements are in place to meet the school's statutory requirements relating to Key Stage 3 including moderation and standardisation for all subjects.

Standards Leaders will:

- Monitor and evaluate marking and other assessment/recording/reporting practices within their subject, e.g. they should ensure that the common policy/framework is applied consistently.
- Promote consistency in assessment/recording/reporting within their Area of Learning.
- Provide guidance on judgemental issues when assessment standards are being set.
- Ensure that their staff have access to relevant publications and are fully informed of the arrangements for public examinations.
- Use the results of assessment to inform and direct future teaching and curriculum planning.
- Undertake periodic examination of pupils' written work, with appropriate follow up. e.g. for C/D borderline.
- Supervise setting of school examinations and revision programmes.
- Produce and monitor the Area of Learning marking policy
- Periodically meet with their line manager to discuss, amongst other issues, matters relating to assessment/recording/reporting.
- Evaluate reports written by members of their Department and where necessary take steps to improve the quality of these reports.
- Produce, monitor and evaluate the subject review sheets that are used with pupils.

Form Tutors will:

- Regularly check pupil planners and monitor pupils' progress.
- Act as Learning Coaches making use of Review sheets/data to prepare their discussions with pupils.
- Write a comment on the report of each member of their Form.

Heads of Learning will:

- Use the data provided in termly spreadsheets to generate letters for specific groups of pupils e.g. letters of concern or letters of commendation.

Use the data provided in termly spread sheets to Track achievement against the Global Grade, determine which pupils to hold Heads of Learning reviews with and arrange meetings with parents of pupils where there are concerns.

- Act as a Learning Coach and oversee the work of the Form tutors in their teams in their work as Learning Coaches.

Subject teachers will:

- Set appropriate assessment activities so as to be able to gauge pupils' understanding and progress.
- Assess pupils work regularly.
- Enter data in SIMS Assessment module as scheduled in the Assessment Calendar.
- Carry out termly Subject Reviews, setting subject specific improvement targets for individual pupils.
- Set targets based on assessment data to help pupils improve performance.
- Track pupil performance against Global Grades and take appropriate remedial action to swiftly address any underperformance.
- Notify Heads of Learning if there are pupil progress concerns.
- Contact parents regarding pupil progress concerns, if appropriate.
- Contribute to moderation exercises.
- Share summaries of assessment data to inform self-evaluation and curriculum planning.

EXAMINATIONS

Contents

1. Purpose

a. The Governing Body and the Senior Leadership Team at Queen Elizabeth High School are committed to ensuring that students (candidates) have the best opportunity to realise their aspirations. The purpose of this policy is to ensure that:

b. The planning, administration and management of examinations and external assessment processes are conducted in the best interests of students;

c. All examinations and external assessment processes are conducted in line with national and examining body regulations;

d. All those involved in aspects of examinations and external assessment processes understand their roles and responsibilities.

e. This   will be reviewed annually by the Head of Centre, Senior Leadership Team, Exams Manager, a representative with ALN responsibility and Governors.

2. Exam Responsibilities

Head of Centre

Overall responsibility for the school as an exam centre.

a) Responsible for QEHS as an examination centre and has a duty at all times to maintain the integrity and security of examinations.

b) Responsible to the Awarding Bodies for making sure all examinations/assessments are conducted to instructions and the qualification specifications issued by the Awarding Bodies

c) advises on all types of appeals.

d) holds the responsibility for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document 'Suspected malpractice in examinations

and assessments'

e) Ensures knowledge of JCQ General Regulations document is current.

f) Ensures an Exams Manager is appointed (Head of school may **not** appoint themselves as Exams Manager).

g) May delegate some or all of the above to an appropriate member of the Senior Leadership Team.

Exams Officer/Exams Manager

Manages the administration of public and internal exams and analysis of exam results:

a) advises the SLT, Curriculum Leaders and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Bodies.

b) oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events. This will include deadlines for applications for Modified Papers and Access Arrangements.

c) Applications for access arrangements must be processed by the respective deadline. There are no "soft" deadlines. This will allow provision to be made for access arrangements from the perspective of timetabling, logistics, accommodation and staffing. Only temporary applications on account of a temporary injury or impairment are permissible after the published deadline.

d) ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.

e) consults with teaching staff to ensure that necessary coursework / controlled assessments / non-exam assessments are completed on time and in accordance with JCQ guidelines.

f) provides and confirms detailed data on estimated entries.

g) receives, checks and stores securely all exam papers and completed scripts.

h) assists the ALN Manager, or appropriately qualified person in administering access arrangements.

i) identifies and manages exam timetable clashes.

j) accounts for income and expenditures relating to all exam costs/charges.

k) line manages exam invigilators and organises the training and monitoring of the team of invigilators.

l) tracks despatch of coursework / controlled assessments / non-exam assessments and stores returned work and any other material required by the appropriate awarding bodies correctly and on schedule.

m) arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests.

n) maintains systems and processes to support the timely entry of candidates for their exams, and ensures, in collaboration with the ALN Manager that any specific modifications are applied for within the advertised time frame.

o) Updates and maintains the Exam Entries / Exam Day Contingency Plan in case of emergency.

AHT - Curriculum

a) Organisation of teaching and learning.

b) External validation of courses followed at key stage 4 / post-16.

Curriculum Leaders

a) Provision of course/exam details to Exams Manager and notification of any changes.

b) Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.

c) Involvement in post-results procedures.

d) Accurate electronic input of coursework / controlled assessments / non-exam assessments marks.

e) Ensuring coursework / controlled assessments / non-exam assessments and declaration sheets are available for moderation.

f) Ensuring coursework / controlled assessments / non-exam assessments are prepared and stored sufficiently and are ready for JCQ Inspection.

g) Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Manager.

Careers Adviser

a) Offer appropriate guidance and careers information.

Teachers

a) Implement agreed Access Arrangements for identified students in the classroom setting so as to enable their normal way of working to reflect their Access Arrangements as closely as possible.

b) To liaise with the ALN Dept. over support for Controlled Assessment in a timely manner to enable appropriate staffing arrangements to be made.

c) Completion of electronic exam entries into the school MIS System by the appropriate deadline.

d) Submission of candidate names to Heads of department / faculty. Completion of electronic exam entries.

e) Submission of coursework / controlled assessment / non-exam assessment marks to Awarding Body (AB) secure website by the deadline.

f) Completion of controlled assessment in line with Awarding Body (AB)/Area of Learning policy.

ALN Manager

a) Administration of access arrangements, including making applications and preparing / storing evidence for inspection purposes.

b) Identification and testing of candidates' requirements for access arrangements.

c) 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.

d)   Delegate the organisation and execution of access arrangements for targeted candidates.

Invigilators

a) Attend any training / briefing sessions scheduled during the academic year to keep up to date with knowledge of JCQ ICE rules and regulations.

b) Ensure that all examinations are conducted correctly and securely with no disruptions and in line with all examination regulations as set by JCQ and best practice.

c) Collection of exam papers and other material from the exams office before the start of the exam.

d) Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

e) Ensuring all secure documents including the exam papers are returned to the Exams Manager after the exam. Report any cases of irregularities in examinations or suspected malpractice to the Exams Manager and submit appropriate written report as required.

f) Report any candidate disclosure in relation to safeguarding to the safeguarding officer.

Candidates

a) Confirmation their entries electronically to include notification of any errors in exam entries or personal details to the Exams Manager.

b) Understanding coursework / controlled assessment / non-exam assessment regulations and signing a declaration that authenticates the work as their own.

c) Understanding and adhering to exam regulations set by JCQ and invigilators.

d) Attend scheduled exams at the specified time.

e) Report any incidents about the conduct of examinations to Exams Manager within 1 working day.

Premises Staff

a) Set up exam rooms and provide additional support to minimise infrastructure issues.

3.   The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this school are decided by SLT and curriculum leaders.

For a list of statutory tests and qualifications see the official exam timetable Awarding Body (AB) specific to the relevant session. The range of tests/qualifications offered is determined by the Curriculum Policy which is reviewed periodically.

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external Awarding Body (AB).

At post-16

It is expected that AS modules will be completed during Year 12 and A2 modules in Year 13. Non 'A' level qualifications will be completed in line with Awarding Body (AB) rubric.

4. Exam Seasons, Timetables and clashes

4.1 Internal Exams

Internal exams are scheduled in an annually produced calendar.

All internal exams are held under external exam conditions **as far as is practicable.**

4.2 External Exams

a) The external GCE and GCSE examinations are scheduled in May and June. There are re-sit opportunities for GCE subjects in May and June. For GCSE subjects in English Language and Mathematics/Numeracy there is also an opportunity in November.

b) Vocational exams and set tasks also take place in January and the Summer, the Exams Manager will timetable and room where necessary.

c) The Exams Manager will circulate a timetable of each external examination series to staff and students via email and will also be available on the Parental App.

d) It is the responsibility of candidate and staff to report any errors with the timetable to the Exams Manager as soon as possible.

4.3 Timetables

The Exams Manager will circulate electronic copies of the exam timetables for both external and internal exams.

4.4 Clashes

Clashes will be identified by the Exams Manager and resolved in accordance with JCQ regulations. Candidates will be notified in advance of these changes. The Exams manager will be supervised appropriately at all times.

5. Entries, Entry Details, Late Entries and Resits

5.1 Entries

a) Entries and registrations are entered into marksheets in the school MIS and submitted to Awarding bodies via EDI.   Entries are checked and confirmed by the curriculum lead and also the parent/carer of the candidate to ensure accuracy. Any errors or changes requested need to be submitted to the Exams Manager immediately.

b) It is the responsibility of the teachers who deliver on a vocational course to check that the course registrations status for the students on their course is correct. This check will be carried out using Exams Assist to ensure the accuracy of the registrations. The teachers that deliver the course, are required to check this for accuracy ensuring that the name and 'size' of the qualification reflect the size of that being followed by each student in the class.

c) ~~Candidates are selected for their exam entries by Curriculum Leaders.~~

d) A candidate or parent/carer can request a subject entry, change of level or withdrawal. This must be provided in the form of a formal letter from the parent/carer.

e) The school does not accept entries from external candidates or normally act as an examination centre for other organisations.

5.2 Late Entries /Amendments and Withdrawals

a) The school will accept withdrawals, amendments and changes of tier if submitted within the deadlines set by the school. (Withdrawals need to be authorised by a member of SLT)

b) Entries, amendments and withdrawals will incur increased costs when they are made after the published deadline dates.

c) Late entries are to be authorised by a member of SLT

d)   Candidates will not be allowed to enter themselves on the day of the exam, except in exceptional circumstances and authorised by a member of SLT.

e)   Curriculum areas will normally be charged full late fees where the late entry / withdrawal / amendments are due to an oversight on the part of that Curriculum area.

f)   HoLs will inform the Data/Exams Manager when a student leaves a course. The student will be withdrawn from the relevant examination unless requested otherwise.

g)   Entry deadlines are circulated to Curriculum Leaders via email.

h)   Parents/pupils will be charged in full for late and very late fees where the late entry / withdrawal / amendments requests are made by parents/pupils after the deadlines.

5.3 Resits

a)   Resit decisions will be made in consultation with the candidates, subject teachers, head of post-16, Exams Manager, Head of school, AHT - Curriculum, Heads of department, Curriculum Leaders, Heads of Faculty and the Curriculum Leaders.

b)   Individual students are required to pay for any resits taken post 16.

c)   Pupils in Years 10 & 11 may be required to pay for resits if they have already achieved a level 2 pass (GCSE grade C) in the qualification **or unit**.

(See also section 6: Exam fees)

6. Exam Fees

GCSE entry exam fees are paid by the school.

AS initial registration and entry exam fees are paid by the school.

A2 initial registration and entry exam fees are paid by the school.

Late entry or amendment fees are paid by the departments, when responsible.

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.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework / controlled assessments / non-exam assessments requirements.

Resit fees for first and any subsequent resits are paid by the candidates.
(See also section 5.3: Resits)

Candidates must pay the fee for an enquiry about a result, should the school not uphold the enquiry and the candidate insist on pursuing the enquiry.
(See also section 12.2: Enquiries about results [EARs])

7. Internal Communication and storage of papers

a)   Important documents issued by Awarding Bodies relevant to each Department will be emailed to relevant staff.

b)   The examination papers are stored securely in the designated, secure room (as set out in the ICE Booklet). The Exams Manager, members of the SLT and head of Centre shall be responsible for maintaining the security of this storage. Keys to this storage will only be held by the Exams Manager but spare keys will be available from the Head of Centre and an SLT Member.

8. The Equality Act, Additional Needs and Access Arrangements

8.1 The Equality Act (EA)

a)   The Equality Act 2010 extends the application of the EA to general qualifications. All exam school staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

8.2 Additional Needs

a)   A candidate's additional needs requirements are determined by the ALN Manager, medical professionals, and the educational psychologist / specialist teacher. Discussion may take place with Pastoral staff where appropriate.

b)   Curriculum Leaders and the Exams Manager will inform ALN staff of candidates with ALN and the date of Exams/ Controlled Assessments. The ALN MANAGER can then inform

Curriculum Leaders of specific arrangements that individual candidates may be granted during the course and in the exam.

c) The ALN Manager, in conjunction with the above will make available the Access Arrangements for individual pupils to Heads of Learning and Curriculum Leaders. A copy of this information will be placed on the Staff Area. Curriculum Leaders are responsible for disseminating this information within their Subject Area. It is the responsibility of subject teachers to familiarise themselves with this information and to implement its recommendations where necessary so that it becomes the student's "normal way of working".

8.3 Access Arrangements

It is the responsibility of the ALN Manager or delegated replacement to:

a) Make specific arrangements for candidates to take the exams, in collaboration with the Exams Manager.

b) Make applications to awarding bodies to allow candidates Access Arrangements in exams.

c) Have on file the approval confirmation, relevant evidence, including a portfolio of the student's work showing their normal way of working collated in conjunction with class teachers. A signed Data Protection notice for each application must also be available for Inspection purposes.

d) It is a requirement of exams staff to help ensure a thorough understanding of candidates needs in exams. This should be agreed between Exams Manager and ALN staff.

Rooming for access arrangement candidates will be arranged by the ALN Manager or delegated person and the Exams Manager.

Invigilation support for access arrangement candidates will be organised by the ALN Manager or delegated person and the Exams Manager and any other appropriately trained staff.

9. Managing Invigilators and Exam Days

9.1 Managing Invigilators

a) External invigilators will be used for exam supervision, whenever appropriate both for internal and external exams.

b) The head of centre, a senior member of centre staff, such as an Assistant Headteacher, or the Exams Manager must ensure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates, is not an invigilator during the examination;

c) The recruitment of invigilators is the responsibility of the Exams Office.

d) Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR officer.

e) DBS fees for securing such clearance are paid by the school.

f) Invigilators are timetabled and briefed by the Exams Manager.

g) Invigilators' rates of pay are set by job evaluation within the local authority.

9.2 Exam Days

a) The Exams Manager will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

b) The Premises Team is responsible for setting up the allocated rooms.

c) The lead invigilator and/or appropriately experienced school staff will start all exams in accordance with JCQ guidelines.

d) Senior members of staff, who have not taught the course and are   authorised by the head of Centre may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

e) In practical exams subject teachers may be on hand in case of any technical difficulties.

f) Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. All papers / secure documents must be returned to the Exams Manager. Papers will be made available to Heads of department/faculty at the end of the next day.

10. Exam Contingency

The priority when implementing contingencies will be to maintain three principles:

a) delivering assessments to published timetables

b) delivering results to published timetables

c) complying with regulatory requirements in relation to assessment, marking and standards.

The national examination timetable applies to GCSEs, AS levels, A-levels.

10.1 Disruption of teaching time – school is closed for an extended period

a) Where there is disruption to teaching time and students miss teaching and learning, the school will ensure learners are prepared, as usual, for examinations.

b) In the case of modular courses, the school may advise learners to sit examinations in the next available series

c) School will have plans in place to facilitate alternative methods of learning.

10.2 Learners unable to take examinations because of a crisis - school remains open

a) In the event of learners being unable to attend school to take examinations as normal, the school will liaise with learners to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website.

b) school will offer candidates an opportunity to sit any examinations missed at the next available series.

c) school will apply to awarding organisations for special consideration for candidates **where they have met the minimum requirements**. JCQ guidance on special consideration can be accessed through the JCQ website.

10.3 School unable to open as normal during the examination period

a) If the school is unable to open as normal for examinations, it will inform each Awarding Body (AB) with which examinations are due to be taken as soon as is possible. As part of general planning for emergencies, the school will cover the impact on examinations. The head or AHT - Curriculum will decide whether it is safe for the school to open. The head will take advice, or follow instructions from relevant local or national agencies in deciding whether the school is able to open.

b) school will open for examinations and examination candidates only, if possible

c) school will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other schools or use other public building, if possible)

d) school will offer candidates an opportunity to sit any examinations missed at the next available series

e) school will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements.

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10.4 Disruption to the transportation of completed examination scripts

a) If there is a delay in normal collection arrangements for completed examination scripts the school will seek advice from awarding organisations and collection agency regarding collection. School will seek approval from awarding bodies before making their own arrangements for transportation.

b) school will ensure secure storage of completed examination scripts until collection.

10.5 School unable to distribute results as normal

a) If the school is unable to access or manage the distribution of results to candidates, or to facilitate post results services, school will **contact awarding organisations about alternative**

options. i.e.:

• school will make arrangements to access its results at an alternative site

• school will make arrangements to coordinate access to post results services from an alternative site

• school will share facilities with other schools if this is possible.

10.6 Exams Manager absent at a critical stage of the examination cycle

a) In the event of the examinations officer being absent at a critical stage of the examination cycle, in order to minimise risk to examination administration and avoid any adverse impact on students, school will

b) Consult with ABs when necessary

c) The school will have appropriately trained personnel or senior staff to ensure that there is continuity in administration

11. Candidates, Clash Candidates and Special Consideration

11.1 Candidates

a) The school's published rules on acceptable on uniform and conduct at all times.

b) Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case an invigilator must accompany them.

c) Candidates are under examination conditions as they enter the examination room. They have to follow the instructions set by JCQ's warnings and notices (posted outside the examination room) and by the invigilator. Candidates are responsible for their own personal belongings.

d) Disruptive and late candidates are dealt with in accordance with JCQ guidelines.

e) Any misconduct or irregularity must be immediately reported to the Exams Manager or a member of the SLT Team, who will then inform the Examination Board concerned.

f) Unless access arrangements state otherwise, no mobile phones, ear pods, electronic devices or any watch can be brought into the examination room. Any breach of this policy risks exclusion or disqualification from the examination

g) Candidate will not be allowed to leave an examination room until their examination paper has been collected and secured by invigilator.

h) For any candidate experiencing clashes, the supervision of escorts, identifying a secure venue and arranging overnight/home supervision (if necessary) is the responsibility of the Exams Manager.

L. Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself; then it is the candidate's responsibility to alert the school, or invigilator, to that effect.

m. The candidate must supply any special consideration claim with appropriate evidence within five days of the examination, for example a note from a doctor. The Exams Manager will then forward a completed Special consideration form to the relevant Awarding Body.

11.2 Clash Candidates

The centre will be responsible for managing the students identified as having a clash. The Exams Manager will ensure that all JCQ regulations are adhered too and that the candidate is not disadvantaged due to the clash.

The Exams Manager will arrange and identifying escorts, identifying a secure venue and arranging overnight supervision if required.

11.3 Special Consideration

a)   Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the school, or the exam invigilator, to that effect.

b)   It may be relevant for a special consideration claim to be supported by appropriate evidence, for example a letter from the candidate's doctor. All claims will be made electronically by the Exams Manager before the end of the relevant exam series.

c)   Special consideration can be requested on a candidates behalf for a wide variety of reasons ranging from illness on the day of the examination to noise disturbance during the examination to insufficient or inappropriate heating/lighting. In individual cases, candidates should inform the Exams Manager immediately but no later than 24 hours after the incident/exam who will investigate their concern in order for the request to be submitted to the Examination Board.

d)   Invigilators are required to report immediately any other unforeseen circumstances that may have disadvantaged candidates in order for a request to be submitted to the Examination Board. The Exams Manager will ensure that requests for Special consideration will be sent to the Examination Board and process the replies.

12. Coursework / Controlled Assessment / Non-Exam Assessment and Appeals against Internal Assessments

12.1 Coursework / Controlled Assessments / Non-Exam Assessments Candidates who have to prepare portfolios should do so by the end of the course or school-defined date.

All Controlled Assessment undertaken in school will be fully compliant with Awarding Body regulations.

Curriculum Leaders will ensure all coursework / controlled assessments / non-exam assessments are ready for despatch at the correct time and the centre will keep a record of what has been sent when and to whom.

Marks for all internally assessed coursework / controlled assessments / non-exam assessments are inputted on the relevant awarding bodies secure websites by Curriculum Leaders. Where electronic input of marks is not available then Curriculum Leaders should ensure relevant documents are delivered to the exams office for return to moderator.

12.2 Appeals against Internal Assessments

The school is obliged to publish a separate procedure on this subject, which is available from the exams office and must be available for inspection purposes.

The main points are:

a) appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded, other than EAR.

b) candidates may appeal if they feel their work has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.

c) appeals should be made in writing to the Head of Centre (or other nominee) who will decide whether the process is valid• The Head of Centre's findings will be notified in writing, copied to the Exams Manager and recorded for Awarding Body (AB) inspection.

13. Reviews of marking - centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments, Project qualifications)

Queen Elizabeth High School 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. Queen Elizabeth High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the

awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Queen Elizabeth High School 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. Queen Elizabeth High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Queen Elizabeth High School will, having received a request for materials, promptly make them available to the candidate, either originals viewed under supervised conditions or copies.

4. Queen Elizabeth High School 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. Queen Elizabeth High School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.

6. Queen Elizabeth High School 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. Queen Elizabeth High School 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 outcome of the review.

8. Queen Elizabeth High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. Queen Elizabeth High School will inform the candidate 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.

11. 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 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.

14. Results, Enquiries About Results (EARs) and Access to Scripts (ATS)

14.1 Results

Candidates will receive individual results slips on results days in person at the school or they will be visible on the Candidate on-line portal. Candidates may request for their results to be emailed, these requests must be made from the candidate's HWB Email address. All results will be sent to the candidates HWB address. No results will be given/emailed to a parent/carer without the written consent of the candidate. Arrangements for the school to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of SLT.

14.2 EARs (Enquiries About Results)

EARs may be requested by school staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the school does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

(See section 5: Exam fees)

If a candidate requires an EAR they must complete the relevant paperwork to allow the Exams Manager to make the necessary application and will usually be charged unless there are mitigating circumstances

14.3 ATS (Access to Scripts)

After the release of results, candidates may ask subject staff to request the return of papers before the published deadline.

If a result is queried, the Exams Manager, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the school's expense.

School staff may also access scripts for investigation or for teaching purposes, provided they have received written consent from the candidates.

If a candidate requires an ATS they must complete the relevant paperwork to allow the Exams Manager to make the necessary application.

15. Certificates

Certificates are presented in person and/or collected and signed for.

Certificates may not be withheld from candidates who owe fees.

The school retains all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue.

BTEC POLICY

This policy is school-wide, and refers to the practices and procedures established to ensure students have the best possible chance to achieve.

1. BTEC courses are an important part of the KS4 and KS5 provision at Queen Elizabeth High School. They are part of the portfolio of examinations that provide for the range of abilities and preferred learning styles of our students. Learners are advised as to their suitability for specific courses as part of the school's Pathways processes that lead to KS4 courses that are suited to, and personalised for the needs of individuals. This process starts early in Year 9 and involves a broad range of strategies that involve the pupils, SLT, pastoral staff, their Head of Year, their teachers and parents as well as the Careers Wales Careers Adviser.

2. The courses are delivered by specialist staff, qualified to do so. Where the knowledge and skills of staff are in need of development the BTEC Co-ordinator (who is the Quality Nominee) will identify this as being the case, and, in conjunction with the Deputy Headteacher (responsible for CPD), ensure that appropriate training and personal development opportunities address these issues.

3. Each subject delivering a BTEC course will identify a specialist member of staff within their area who will act as a co-ordinator for that course. Where there is only a single member of staff delivering the award, the Head of Department will ensure that there is appropriate co-ordination. They will do this in consultation with the Quality Nominee. This person will be responsible for ensuring the requirements of the course are fully met, in line with this policy and advice and direction given by the awarding body:

a. Ensuring appropriate schemes of work are in place

b. Assignment sheets are formulated, and, through their rigor are fit for purpose, meeting the specification that supports student access to all requirements of the grading criteria. This process will involve oversight of meetings where assessments are shared, checked, cross-checked, changed and finally checked again

c. They will work closely with the Internal Verifier for that subject area who regularly sample work from assignments to ensure grades given by staff fully meet grading criteria. They will also gather such work as requested by the appointed EV, complying with NSS requirements, including sending copies, rather than original samples. Once gathered they will confirm the specific sample details with the PVLM, by provision of copies of both the Postal NSS Cover Sheet and Proof of Posting Receipt. On completion of Verification, they will feedback the results to all staff delivering the qualification and the Quality Nominee.

d. Ensuring that both teacher and assessor feedback takes advantage of involving students in AfL.

e. Work with the Internal Verifier following their completion of "Internal Verification Assignments Briefs" for each assignment prior to delivery, adjusting where appropriate remedial action to ensure assignments are fit for purpose

4. The Head of BTEC (Quality Nominee) shall have oversight of all BTEC courses delivered at Queen Elizabeth High School. Each subject co-ordinator will provide the Quality Nominee with evidence that their subject is adhering to this policy on a termly basis. Such evidence will confirm that work completed and units to be delivered have been through appropriate IV processes

5. The Head of BTEC (Quality Nominee) will:

a. Act as the central reference point for all matters relating to Queen Elizabeth high school BTEC provision. This includes the co-ordination of any external visits

b. Maintain records showing evidence of adherence to the detail of this policy: such records being securely kept and available for inspection by authorised persons

c. QA such records to ensure equitability between different subjects delivering BTEC qualifications

d. Act as the designated staffing quality nominee. In this role the Head of BTEC will work closely with both the Senior Leader responsible for BTEC (Deputy Headteacher) and the subject coordinators

e. Ensure that moderation processes are fairly and equitably executed

f. Identify the need for, and with both the Senior Leader responsible for BTEC facilitate both induction and continuing development for staff

g. Identify opportunities for staff to update their vocational/industrial experience building on the schools existing business links and enabling staff to complete their OSCA2 training. This work will be done utilising the Deputy Headteacher, subject coordinators and the school's link to the 14 – 19 Executive

6. Planning and review

a. Line management meetings will support this policy and the resultant processes. This will be evidenced through SLT line management meeting minutes and departmental meeting minutes as a whole and the fortnightly meetings – formal and informal.

b. This policy demands, wherever possible, that the school adopts standardised paperwork regarding the planning, reporting and review of BTEC courses.

7. Timetabling and Resources

a. All BTEC courses will be allocated the appropriate number of GLH. These hours make take a variety of forms including classroom lessons, vocationally relevant trips and visits, work experience, independent study and collaborative consortia arrangements.

b. Consideration is given to the placement and blocking of lessons to support trips and visits.

c. Where appropriate work experience placements are an integral part of the provision.

d. Subjects taught are provided with access to appropriate resources and, wherever possible, joint teaching opportunities.

e. The timetable for assessment allows formative feedback which shall be recorded on the appropriate tracking sheets.

f. Funded through the relevant departmental and CPD budgets, subjects taught are provided with access to appropriate resources via requests to the Head of BTEC, and consequently the Headteacher. Where appropriate, joint teaching opportunities also form part of the provision

8. Appeals process:

Students have the right to appeal against grades given in the assessment of their work. Such appeals will first be made verbally to the class teacher. When the issue remains unresolved, students have the opportunity to formally appeal to the IV. Where this process still fails to give satisfaction, further appeal may be made to the Quality Nominee (or representative in the case when the QN is the IV) who will arbitrate finally on the issue. Both latter stages of this process will be recorded formally in writing, records being securely kept by the persons making these judgements.

8. Registration and Certification

The Quality Nominee, working with subject staff and the Examinations Officer will:

a. To register individual learners to the correct programme within agreed timescales.

b. To claim valid learner certificates within agreed timescales.

c. To construct a secure, accurate and accessible audit trail to ensure that individual learner registration and certification claims can be tracked to the certificate which is issued for each learner.

In order to do this, the centre will:

• Register each learner within the awarding body requirements.

• Provide a mechanism for programme teams to check the accuracy of learner registrations.

- Make each learner aware of their registration status.

- Inform the awarding body of withdrawals, transfers or changes to learner details.

- Ensure that certificate claims are timely and based solely on internally verified assessment records.

- Audit certificate claims made to the awarding body.

- Audit the certificates received from the awarding body to ensure accuracy and completeness.

- Keep all records safely and securely for three years post certification.

The process of **registration** will be completed during October and completed by 31st October.

The process of **certification** will be completed by the QN and EO using the department Tracking Sheets with staff given a deadline to fully complete these by a specific date.

Any late entries are only made by the Quality Nominee. This, in line with school policy, only be completed after discussions with the Deputy Headteacher and the Assistant Headteacher (Data and Performance)

BTEC INTERNAL VERIFICATION POLICY

Policy Aims
- To ensure there is an accredited lead internal verifier in each principle area

- To ensure that Internal Verification (IV) is valid, reliable and covers all assessors, and program activity.

- To ensure that the IV procedure is open, fair and free from bias.

- To ensure that there is accurate and detailed recording of IV decisions.

In order to achieve this Queen Elizabeth High School will:
- Ensure that all centre assessment assignments are verified as fit for purpose prior to distribution to students.

- The Lead Internal Verifier is to be responsible for allocating the sample size required from each assessor. Assessors deemed to be **'high risk'** will provide a higher sample size than **'low risk'** assessor. Level of risk will be determined by the Quality Nominee.

- Verify an appropriately structured sample of assessor work from all program to ensure each conform to Standards Verification requirements.

- Plan an annual internal verification schedule which is published to all relevant BTEC assessors and the Quality Nominee at the beginning of each academic year.

- 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. The continued professional development to take the form of departmental training, professional body training days and attendance at the working group assessment meetings.

- Promote internal verification as a developmental process between staff. The process of internal verification to predominantly occur within structured departmental meeting / developmental time.

- Provide standardised IV documentation and to include an IV assessment form.
- Use the outcome of internal verification to enhance future assessment practice.

This policy will be reviewed annually by the Quality Nominee and the Lead Internal Verifier in each Principal Subject Area (PSA).

APPEALS   PROCEDURE

Stage 1   Candidate

You must speak with your assessor and if an agreement cannot be met you must put your appeal in writing. You must complete the 'Assessment Appeals' form and hand it in to your assessor. Normally this will be discussed immediately after you receive the assessment decision or within 2 working days.

Stage 2 Candidate & Assessor

The Assessor will consider your reasons and look again at your work. S/he must then give you an immediate response within 2 working days which must be:

a) a clear explanation backed up with a written confirmation of the assessment decision and

b) a new decision or confirmation of the original decision.

If you agree with the Assessor's response then the appeal stops at that point.

You must tell the Assessor if you are still unhappy with the decision where upon your appeal will then be escalated to stage 3.

Stage 3 Candidate, Assessor & Internal Verifier

If you are still dissatisfied after stage 2, the Assessor will give the Internal Verifier the following information:

a) the original assessment record and the candidate's evidence where appropriate

b) the written explanation and confirmation of the assessment decision

The Internal Verifier will reconsider the assessment decision taking into account the following:

a) the candidate's reason for appeal

b) the candidate's evidence and associated records

c) the assessor's reason for the decision
d) the opinion the Internal Verifier

The Internal Verifier will meet with you and your Assessor and give you the reconsidered decision in writing within 5 working days of receiving the appeal.

Stage 4 Candidate, Internal Verifier & BTEC Quality Nominee

If you are still dissatisfied with the decision after stage 3 you have the right to appeal to the BTEC Quality Nominee, Mrs E Simpson.

The Internal Verifier who acted at stage 3 will pass the following details to the BTEC Quality Nominee within 24 hours of reaching stage 4:

a) the written explanation and confirmation of the assessment decision

b) the assessment record sheet(s)

c) any written comments from the internal verifier

You will be asked if you wish to speak to the BTEC Quality Nominee, Mrs E Simpson. You may be represented or accompanied by a parent/ guardian or you may take a written submission. The Assessor who made the original decision will have a meeting with the line manager to answer any questions.

The matter will be discussed in private at this level and the decision will be given to you in writing within 5 working days of the meeting. At the same time the decision will also be given to the Assessor, recorded and kept with all documents relating to the appeal.

These records will be retained and made available to Edexcel (our Examination Board) if necessary.

Edexcel is not part of the appeals procedure; appeals are resolved internally within the centre.

ASSESSMENT   MALPRACTICE POLICY

AIMS

- ➢ To identify and minimise the risk of malpractice by staff or learners

- ➢ To respond to any incident of alleged malpractice promptly and objectively

- ➢ To standardise and record any investigation of malpractice to ensure openness and fairness
- ➢ To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven

- ➢ To protect the integrity of this centre and BTEC qualifications

In order to do this, the centre will:

- ➢ Seek to avoid potential malpractice by using the induction period to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice

- ➢ Show learners the appropriate formats to record cited texts and other material information sources

- ➢ Ask learners to declare that their work is their own

- ➢ Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used

- ➢ Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Deputy Headteacher, the Head of Year and all personnel linked to the allegation. It will proceed through the following stages;

1. Head of department will investigate malpractice allegation.

2. Head of BTEC will discuss with head of Department. If evidence proves malpractice has taken place the Head of BTEC will take the case to the Deputy Headteacher.

3. Deputy Headteacher will inform all necessary and proceed with actions/penalties/sanctions.

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

- ➢ Give the individual the opportunity to respond to the allegations made

➢ Inform the individual of the avenues for appealing against any judgement made ➢ Document all stages of any investigation

Where malpractice is proven, this centre will apply the following actions/penalties/sanctions:
1. Investigation
2. Identify training needs, support and review

3. Finally school disciplinary procedures will be actioned – taken by Deputy Headteacher, and passed to the Headteacher.

Definition of Malpractice by Learners

This list is not exhaustive and other instances maybe considered by this centre at its discretion;
- Plagiarism of any nature

- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work.

- Copying (including the use of IT to aid copying)

- Deliberate destruction of another's work

- Fabrication of results or evidence

- False declaration of authenticity in relation to the contents of a portfolio or coursework

- Impersonation by pretending to be someone else in order to produce work for another or arranging for another to take ones place in an assessment/examination/test

Definition of Malpractice by Centre staff

This list is not exhaustive and other instances maybe considered by this centre at its discretion;
- Improper assistance to candidates.

- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidate's achievement to justify the marks given or assessment decisions made.

- Failure to keep candidate coursework/portfolios of evidence secure.

- Fraudulent claims for certificates.

- Inappropriate retention of certificates.

- Assisting learners 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 centre staff producing work for the learner
- Producing falsified witness statements, for example for evidence the learner has not generated.
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/portfolio/coursework ▪ Facilitating and allowing impersonation.
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment.
- Falsifying records/certificates, for example by alteration, substitution, or by fraud.
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

Appendix CONTROLLED ASSESSMENT

INTRODUCTION

The new GCSE Specifications implemented from September 2009 include a number of changes to established assessment arrangements at GCSE level. This policy is designed to:
- assist in planning for these changes;
- establish procedures which will ensure a consistency of approach between subject areas;
- ensure that no student is disadvantaged by the new arrangements.

Controlled Assessment is a part of the assessment scheme in the following subjects:

Art and Design, Business Studies, Design and Technology, Drama, French, Geography, Geology, German, History, Home Economics (Child Development), Home Economics (Food), Music, Physical Education, Religious Studies, Science and Spanish. English, ICT, Mathematics and Welsh.

This Policy has two sections:
Section A – Examinations
Section B – Controlled Assessments

SECTION A - EXAMINATIONS

1. Entry for External Examinations

All subjects may enter pupils for external examinations in the summer series of Year 10 where such provision exists and the summer series of Year 11.

If pupils are entered for Year 10 external examinations in the summer series, they must be made aware that the examinations are to be taken seriously and are not seen as a 'practice run'. Re-sits in the Year 11 summer series should be the exception rather than the rule.

2. Internal examinations and reports (ref.: Assessment Policy)

Year 10 internal examinations will be held in June for those subjects not entering candidates for GCSE units. Interim and full reports will be issued as per current arrangements. Where subjects are not giving an internal examination, there should be sufficient formative assessment information to provide a rigorous and reliable report to parents.

Year 11 internal trial examinations will be held in December for those subjects which require them. It is recognised that, where students have sat an external examination unit in June, insufficient work would have been covered to warrant a full trial examination. In such cases, provision will be made to have formal Controlled Assessment (see below) activities during the examination period. Full reports will be issued after these examinations, as per current practice. Where mock examinations have not been given, subjects must ensure that enough assessment information is

available to provide a meaningful report to parents. **3.**
Collection of GCSE results

Year 10 and Year 11 candidates will collect their GCSE examination results from the school on results day (late August).

SECTION B - CONTROLLED ASSESSMENTS (CA)

1. Sources of Information and Guidance

Detailed information on each subject's Controlled Assessments is available from: a. Subject specifications;
b. Teacher Support material on the relevant website;
c. Instructions for Conducting Controlled Assessments (GCSE Qualifications) 1 September 2014 to 31 August 2015 (JCQ)

Subject Leaders are responsible for ensuring that all members of their department fully understand the requirements of the Controlled Assessments in their subject, and that the guidelines on Task Setting, Task Taking and Test Marking are strictly followed. It is the responsibility of Subject Leaders to familiarise themselves with the content of the JCQ publication **"Instructions for Conducting Controlled Assessments 1 September 2014 to 31 August2015".**
Pupils will be advised by Senior Staff on the rules around Controlled Assessment and the importance of it to their final GCSE grade. This will take place in the summer term of year 10 hopefully before subjects have embarked on their assessments.
Where applicable, Subject Leaders are responsible for liaising with the Examinations Officer for the **Task Setting** phase of the CA process as necessary.

2. Use of the school network

a. The general guidance on Controlled Assessments on matters of security and access to internet/email impose conditions which have major implications for the management of the school's ICT network. Therefore the use of the school network for the **writing-up** stage of controlled assessments **can only be accommodated where the specification states it is a requirement**. Arrangements for the use of networked computers for writing up controlled assessments in these subjects will need to be made with Mr Mark Parry (Systems Manager) at least 6 weeks prior to the start date;
b. **All Controlled Assessment submissions, where the use of the network is not a requirement, will be hand-written;**
c. For pupils with Additional Learning Needs (ALN) who have agreed access arrangements involving the use of word processors, the required arrangements will be put in place by the school's Additional Learning Needs Coordinator (ALNCO);
d. The Guidance states that tasks which are handwritten must be in **black** ink. This obviously does not include circumstances where diagrams or other illustrations would be required to be presented in colour;

e. Controlled assessment will take place during normal timetabled lessons, in usual classrooms. Display materials which might provide assistance must be removed/covered.

3. Security issues

a. At the end of each CA session under High Level Control, pupils' work must be collected by the teacher /TA/Cover Supervisor and immediately locked in a suitable metal cupboard or metal cabinet. The work should not be stored in the classroom store-cupboard;

b. The work must not be accessed by pupils until the next scheduled CA session;

c. In the case of D&T/Art where the work is too bulky to be stored in a cupboard, the classrooms must be locked at all times other than during timetabled lessons or when the teacher is not present in the room.

4. Timing and coordination

a. The school wishes to avoid overloading pupils especially when writing-up 'High' level controlled assessments. No pupil should normally be expected to undertake high level controlled assessment in more than 2 subjects during any given day. A calendar of Controlled Assessments will be devised in order to ensure the avoidance of overload. Where possible, Subject Leaders will be able to negotiate the timing of these assessments, but it may be necessary for certain dates to be imposed in the interests of pupils. Each subject Leader will be required to provide Assistant Headteachers with the planned dates of each phase of the
Controlled Assessment and these will be kept on a master calendar;

b. In the writing-up sessions, teachers should keep a log of the time and date of the assessment, along with details of any incidents of breaches of the rules. Candidates are not allowed to use a mobile phone or any other electronic communication device during a session which is subject to formal supervision. An attendance record **must** be kept;

c. Specifications provide guidance on the amount of time that should be allocated to each phase of the CA. These times are, in most cases maximum times and it is possible for shorter periods to be given if it is felt necessary. Subjects must adhere as closely as possible to these timings;

d. For pupils with ALN who qualify for extra time or other access arrangements, the class teacher must liaise with the school's ALNCO to make the required arrangements;

e. All members of staff responsible for the conduct of Controlled Assessment in their subject should be mindful of the fact there are statutory regulations which require all candidates to confirm that the work they submit for assessment is their own and that they will be required to sign a declaration to this effect. It is the responsibility of the school to ensure that this is complied with. Likewise, it is also a requirement that teachers/assessors confirm to the awarding body that the work submitted for assessment was completed under the required conditions and that they are satisfied that the work is solely that of the individual candidate concerned. If the teacher is unable to confirm this, the work should not be accepted. Failure by a candidate or teacher to sign the required authentication statement will result in a zero mark being awarded by the awarding body;

f. Task Marking and moderation activities must take place within normal subject arrangements for this process. In the interests of consistency between subjects, no time will be available or cover provided for this.

5. Absence

Pupil absence is an important issue particularly during the writing-up stage of CA. The following procedure is to be followed:

a. The school will publish a termly calendar/timetable of writing-up sessions of controlled assessments which is sent to parents. The importance of good attendance during these periods will be stressed in writing to them;

b. If a pupil is absent on the day and no reason provided, the Attendance Officers are to be notified immediately, and a message sent to the parents;

c. If a pupil is absent for the session, arrangements will be made for the CA to be undertaken at a suitable time, supervised by a departmental member/cover supervisor/ SMT. We should consider the possibility of calendared, enforced CA 'catch-up' sessions to be held after school. Parents and pupils will need to be advised that the normal class teacher is unlikely to be present for these sessions;

d. When a pupil is absent for a long period, or moves from another school after Controlled Assessments have started, the school will follow advice from the Awarding Body;

e. In circumstances where the class teacher is absent for a planned CA session, the session will be postponed, unless the department/faculty can make arrangements to continue with the CA in a manner that will not compromise standards or the integrity of the process;

6. Overview of the Controlled Assessment process across the curriculum In order that that this new process can be managed across the school, Subject Leaders are to produce a one page summary (Appendix A) of arrangements for their controlled assessments by the end of the Spring Term 2010, outlining:

a. the arrangements for task setting and task taking including the levels of control;

b. the proposed timing of the writing-up sessions. This needs to be sufficiently accurate to provide parents and pupils with a calendar/timetable, i.e. week beginning dates, and number of lessons;

c. security arrangements;

d. internal moderation procedures (task marking).

Copies of the summary are to be handed to the subject Line Manager.

Appendix A

<div align="center">

GCSE Controlled Assessment

Subject Plan

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Subject:

Task Setting: Please provide a brief overview of arrangements in your subject, including any requirements for fieldwork or other off-site activity.

Task Taking: Various Components	**Level of Control**	**Proposed Dates and number of lessons**

Security Arrangements:

Task marking procedures (including moderation):

Signed .... Subject Leader

Person Responsible: **Mrs Emma Simpson**

BTEC EXTENUATING CIRCUMSTANCES POLICY & PROCEDURES

1. Brief Summary

It is important that learners are assessed fairly and consistently and that, where appropriate learners are not disadvantaged by circumstances beyond their control. This policy outlines procedures to be followed in the event learners are unable to meet assessment deadlines due to extenuating circumstances defined within this policy.

2. Risks Associated With Policy

Failure to deploy a consistent policy and procedure for dealing with cases of extenuating circumstances could disadvantage learners and potentially adversely affect the School's reputation and accreditation status with Awarding Organisations.

3. Context

Deadlines for assessment are important and learners must be encouraged to develop good habits around planning their work appropriately and to a set schedule. It is important that learners are assessed fairly and consistently and that, where appropriate learners are not disadvantaged by circumstances beyond their control.

4. Purpose of the policy

4.1 This policy outlines the criteria and procedures to be followed by learners in the event they are unable to meet assessment deadlines due to extenuating circumstances as defined within the policy

5. Policy development

5.1 This policy has been developed based on the advice and guidance provided by awarding organisations.

5.2 This policy has been approved by Management and Governors.

6. Policy Statements

6.1 Policy development

6.1.1 A learner who believes that his/her performance in an assessment may be adversely affected by extenuating circumstances may request an extension to the assessment deadline. Requests for extensions due to extenuating circumstances are considered by the Lead Internal Verifier (LIV).

6.1.2 Extenuating circumstances may refer to ill health at the time of assessment, bereavement of a close relative or friend shortly before assessment, or other similarly profound experience or difficulty that is outside the control of the learner.

6.1.3 The following are not normally considered to be extenuating circumstances:

a) Loss of work as a result of theft or the breakdown of a computer or other electronic equipment.

b) Difficulty in gaining access to available materials such as books or videos. Learners should guard against such difficulties by keeping electronic back-ups of work together with hard copies; keeping drafts of work in progress; and managing the time allocated for completing the assessment.

c) Long standing impairments or medical conditions, unless it can be demonstrated through evidence that there has been an increase in severity at the time of the assessment, such that the learner's academic performance may have been adversely affected. Learners should report long standing impairments and conditions to Learner Support to ensure that, where appropriate, adjustments are be made to the assessment regime and support arrangements are put in place well before assessment commences.

You may also refer the relevant awarding organisation's reasonable adjustment and special consideration guidance.

6.1.4 The role of the Lead Internal Verifier is to:-

a) Ensure consistency in the consideration of requests for extensions as a result of extenuating circumstances across the Principle Subject Area;

b) Determine whether or not a request for an extension as a result of extenuating circumstances is acceptable; and

c) Determine the action to be taken in the event that the request is acceptable or not.

6.2   Procedure

6.2.1 All requests for extensions as a result of extenuating circumstances should be submitted to the LIV by the course tutor/assessor before the submission deadline. All requests must be made using the FE Extenuating Circumstances Form. The request must be supported by verifiable documentary evidence, examples of which are provided on the form. In the case of ill health, the evidence must take the form of a Medical Certificate which clearly identifies the start and anticipated end date of the illness.

6.2.2 The LIV has the authority to return to a learner any request that is incomplete, lacks evidence or does not meet the criteria. Following the rejection of a request by the LIV, where a learner can directly address the reason for rejection the learner may resubmit a request for re-consideration by the LIV within 5 working days of the notification of the rejection of the original claim.

6.2.3 The LIV will consider each request and decide whether or not to approve an extension on the basis of the evidence provided. In the event that the request is approved, the LIV will determine an appropriate period of extension.

6.2.4 The LIV is responsible for informing the relevant tutor/assessor and learner of

its decision normally within 3 working days. The learner shall be informed of his/her right of appeal against the decision.

6.2.5 All requests and decisions for extensions as a result of extenuating circumstances must be recorded and be made available for external verification.

6.2.6 If an extension is granted, the new deadline must be recorded and adhered to.

6.2.7 Extenuating circumstances must not be taken into account whilst marking learner's work.

6.2.8 Assessors, LIVs are not permitted to modify or adjust marks to compensate for extenuating circumstances.

6.3   Appeals
The School will consider appeals which are based on the following grounds:

a)   Irregularities in the conduct of the extenuating circumstances procedure, which are of such a nature as to cause reasonable doubt whether the LIV would have reached the same decision had they not occurred;

b)   That, in the learner's opinion, the LIV failed to take proper account of circumstances which might have had an adverse effect on his/her academic performance.

In the event of an appeal, the School's Academic Appeals Policy and Procedures will be applied.

6.4 Data protection
4.4.1 Information provided to comply with this policy is processed and maintained in accordance with data protection principles as set out in the data Protection Act 1998. Data is processed only to ensure that staff act in the best interests of Queen Elizabeth High School the information provided is not used for any other purpose.

6.5 Monitoring and Review
4.5.1 The Assistant Principal for Teaching, Learning and Quality is accountable for ensuring the review of this policy. The review takes account of changes in practice, requirements of the qualifications regulators, awarding organisations, external agencies and amendments to legislation.

BTEC QUALIFICATIONS EXTENUATING CIRCUMSTANCES FORM

This form should be completed if you want to request an extension to an assessment deadline as a result of extenuating circumstances

Student Name:		Student No:	
Course:			
Course Assessor:			

You must submit this form and any supporting evidence to your course assessor before the submission deadline.

1. **Nature of circumstances:**

☐ **Illness/hospitalisation**
Please provide a medical certificate indicating the start and anticipated end date of the condition/issue.
☐ **Bereavement** (death of close relative or friend)
Please provide a death certificate or supporting letter from an independent source.
☐ **Significant adverse personal/family circumstances**
Please supply appropriate supporting independent evidence.
☐ **Other significant factors**
Please supply appropriate supporting independent evidence.

2. **Assessment details:**

Programme Area	Unit Title	Assignment Title	Assessment Submission Date

3. **About your extenuating circumstances (the nature of the problem and how it will affect your work):**

4. **Supporting evidence:** List and describe the documentation which you have attached in support of your statement (Please note that the School will NOT seek evidence on your behalf – it is your responsibility to do this).

NOTE – THE SCHOOL'S LEAD INTERNAL VERIFIER WILL RETURN TO A LEARNER ANY REQUEST THAT IS INCOMPLETE, LACKS EVIDENCE OR DOES NOT MEET THE CRITERIA.

The information which I have provided is correct and complete to the best of my knowledge. I give my consent for this information to be disclosed to the relevant staff of the school who are responsible for considering extenuating circumstances.

Signature of Student:	**Date:**

To be completed by the Lead Internal Verifier

rogramme Area	Unit Title	Assignment Title	Assessment Submission Date	Extension Approved Y / N	Agreed ubmission Date

Where an application for an extension is declined please provide the reasons in the space below	
Lead Internal Verifier Signature:	**Date:**

Notes for guidance in completion of this form

A request for an extension to an assessment deadline may be considered if evidence is provided of one of the following:

 An illness or period of hospitalisation that would affect your ability to meet a deadline or undertake an examination;

 Bereavement shortly before assessment resulting from the loss of a close relative or close friend;

 Serious personal problems (including those relating to a family member);

 Other problems that are beyond your control which compromise your ability to meet a deadline or undertake an examination.

In each case, you must provide verifiable independent evidence. In the case of a medical problem, this would mean a Medical Certificate clearly identifying the start and anticipated end date of the problem.

The following will NOT normally be considered as grounds for extenuating circumstances:

Loss of work as the result of the breakdown of a computer or other electronic equipment;

 Loss of work as a result of theft;

 Difficulty in gaining access to available materials such as books or videos;

 Long standing impairments or medical conditions, unless it can be demonstrated that there has been deterioration in the condition at the time of the assessment, such that the student's performance may have been adversely affected.

You should prevent such instances from occurring by:

 Keeping electronic backups of work, together with hardcopies, and storing them at a separate location;

Keeping copies of draft work and work in progress;

☐ Managing the time allocated for completing the assessment;

☐ Ensuring that any problems that are likely to influence your ability to meet a deadline are discussed with the Programme Assessor well in advance of the published submission date.

Students should report long standing impairments and conditions to Student Services to ensure that, where appropriate, adjustments are be made to the assessment regime and support arrangements are put in place well before assessment commences.

NCFE POLICIES

1. Role and Responsibilities POLICY (NCFE)

Next revision due   :   September 2024
Reviewed and monitor by :   (Head of Centre)

The purpose of this policy is to give clear guidance to each individual involved with NCFE programs in the centre what the responsibilities are for their job role. It also sets out who will be responsible for the different quality assurance procedures associated with NCFE programs.

Centre Roles
Senior Manager – Dave Williams

As the Head of Centre the Senior Manager is responsible for ensuring that all the NCFE's being run in the Centre are running in accordance with exam board requirements.

The Senior Manager's role will involve:
•   Ensuring that each subject area is providing the appropriate resource for their Learners
•   Making sure that Learners are recruited with integrity onto all the courses
•   Ensuring that full and fair access to assessment is available for Learners
•   Ensuring that each subject area is keeping and maintaining full and accurate records of achievement
•   Making sure that the quality assurance requirements are being met
•   Ensuring that all claims for certification are secure and accurate
•   Ensuring all Centres policies reflect National Sampling Standards requirements

The Senior Manager may also:
•   Deal with appeals from Learners which are unable to be resolved within the subject area
•   Investigate allegations of malpractice
•   Liaise with NCFE where a serious breach of conditions is identified

Internal Quality Assurer – Rachel Davies

The Internal Quality Assurer is a named member of staff who is the designated point of contact for the Centre with NCFE.
The Internal Quality Assurer's main role is to ensure that there are internal verification and moderation procedures in place and that they are being followed.

The role involves:
•   Ensuring that all programmes are approved and registrations are up to date by liaising with the Exams Manager
•   Ensuring that all staff are aware of the support and guidance which is available and that they understand the requirements of their programmes through the delivery of a series of NCFE meetings

- Making sure that all the conditions and policy requirements of the qualifications are being met and that they are being implemented consistently and reliably
- Regularly update the Centre's policies and practices to ensure they meet National Sampling Standards
- Attend Training to ensure that the Centre has all the relevant information to effectively deliver NCFE programmes.
- To liaise with the Assessors to facilitate the QA process
- Making sure that assessment and internal verification is effective on all programmes
- Ensuring that Standards Verification is completed as and when required
- Having regular meetings with SLT to discuss the quality assurance process and raise any concerns and issues with regards to NCFE courses where there are insufficient assessors to ensure effective verification is taking place
- Carry out moderation across the Centre to ensure that both assessment and verification is carried being carried out effectively in all programme areas
- Support programme areas which are identified as needing additional support to help them be confident in delivering, assessing and internally verifying NCFE programmes.
- Checking the quality of assignments to ensure that they are fit for purpose
- Ensuring an effective system of recording Learner achievement is in place and regularly updated (tracking sheets)
- Keeping accurate and up to date records of all internal verification of assignments and assessment decisions
- Providing feedback and advice on the appropriateness of assessment evidence with regard to level sufficiency, authenticity, validity and consistency
- Using your subject specialism to sample Learner work and verify the assessment decisions awarded to ensure that the award is fair, consistent and reliable
- Ensuring that any changes that have been suggested with regards to assignments and assessment decisions are implemented
- To take part in the formal stages of any appeal

Assessor – Sarah O'Kelly
Anyone who is responsible for the assessment of Learner work is an assessor.

The Assessor's role involves:
- Ensuring that they have read and understand the specification for the programmes you will deliver
- Understanding the requirements of the Units which they will deliver and assess
- Designing assessment activities which guide the Learners to produce evidence that meets the assessment and grading criteria and unit content
- Assessing the work of the Learners making sure to check the authenticity of the work and that sufficient evidence has been produced to meet the relevant criteria
- Keeping an accurate and up to date record of all assessment decisions
- Following any advice given to them by the Internal Quality Assurer
- To undertake annual standardisation training
- Ensure that Employer Engagement is embedded within Tech qualifications

Examinations Officer (EO) – Dafydd Lloyd George

The EO is responsible for ensuring that the correct documentation is maintained and kept up to date with NCFE. The EO will liaise with NCFE to register Learners and to request certification of Learners when they complete their course.

The EO's role involves:
• Liaising with programme managers to keep an up to date record of which programmes are running as well as their start and finish dates
• Registering all Learners by 1st November (or within one month of them starting course)
• Making sure that all Learners are registered on the correct programme
• Checking all registrations to ensure that the data is correct
• Register students for Assessment units
• Book postal delivery of completed units undergoing sampling
• Book External assessments for NCFE courses
• Record final grades and claim certification for all Learners
• Carry out random sampling of certificates to ensure that Learners are receiving the correct qualification, level and grade

Faculty Roles

Programme Manager – Sarah O'Kelly & Lowri Price

The programme manager is the person who is responsible for the effective delivery of the programme.

The programme manager's role involves:
• Liaising with the Quality Nominee to keep up to date with information updates and quality assurance requirements
• Liaising effectively with the Exams Manager to register Learners and to gain certification for Learners
• Ensuring that there are sufficient resources to deliver the programme and specialist units
• Ensuring that programme staff have the correct qualifications and expertise for the units they deliver
• Reviewing reports which are written following Standards Verification and make sure that the highlighted changes are made

Cover Arrangements

At Queen Elizabeth High School all KS3 and KS4 lessons are allocated with a cover teacher/teacher where a teacher will be absent for any lesson. Where applicable the teacher is responsible for planning the lesson and this is then delivered to ensure continuity of the Learner experience. Post 16 lessons are not covered by a teacher; however, work is still set and Learners are expected to complete this independently.

Where Learners are working on coursework for their NCFE qualification to ensure that the Learners are not disadvantaged they will continue to receive this time and a specialist will be provided to cover the lesson where practicable. The cover work for the lesson incorporates copies of the assignment briefs being used as some Learners may not have access to them.

If a long term absence through illness, maternity, paternity etc. arises in relation to Internal Quality Assurer then this role should be assumed by the identified member of staff in the department's succession plan.

Where long term absence arises for teaching staff then the programme manager is responsible for following the centre's policies on providing lessons and enabling the Learners to have access to suitable specialists to ensure that they are not disadvantaged.

Induction and Training

At Queen Elizabeth High School all staff are able to access appropriate induction and training programmes.

Time is allocated for meetings and also additional time is given to staff to update their skills (if they require additional support) in particular areas such as subject delivery, IQA training or Assessor training.

2. Conflict of Interests Policy (NCFE)

(Covering Assessment and Exam Boards)

Introduction

This policy is about conflict of interest. All relevant staff and individuals have a responsibility to be aware of the potential for a conflict of interest.

Purpose

The purpose of this policy is to protect staff and students and the integrity of Queen Elizabeth High School as an exams centre. Any assessor or other member of staff involved in any way Queen Elizabeth High School Internal assessments or exam processes must advise the Head of Centre of any conflict(s) of interest in this regard.

Policy Scope

This policy applies to all staff and other individuals who interact with the work of the exam boards including teaching and marking.

Definition of conflict of interest

A conflict of interest is a situation which an individual has competing interests or loyalties. In the case of an individual, the conflict of interest could compromise or appear to compromise their decisions, if it is not properly managed.

Conflicts of interest would include, but are not limited to:

having a family or personal relationship with any candidate on a course with which staff may be involved;
being simultaneously employed or contracted by the School and an Exam Board for a particular subject;

teachers being used as invigilators/readers/scribes or prompts in exams where they teach that particular subject;

where someone works for or carries out work on behalf of an Exam Board, who has friends or relatives taking assessments or exams with the same Exam Board;

Responsibilities

Staff should inform the Head of Centre of any potential conflict(s) of interest on being appointed to any position of responsibility regarding assessments or Exams, or as soon as they become aware of a potential conflict.

Declarations will be treated in confidence and the details of the declaration will go no further than the Head of Centre.

If a declaration is made, the Head of Centre will decide upon reasonable action to take in consultation with those involved. Records will show only that a declaration has been made and the action taken, not the details.

The ultimate responsibility for the Conflict of Interest Policy, dissemination of the policy and management of potential and actual conflicts of interest rest with the Head of Centre.
All individuals have the responsibility for ensuring that they are familiar with the Conflict of Interest Policy and any guidelines. They will be required to read and understand the policy on an annual basis.

The individual and Head of Centre are equally responsible for ensuring that the issue is documented carefully.

Any staff member considering paid or unpaid work outside of Queen Elizabeth High School should inform the Head of Centre if they think there is a potential for a conflict of interest. If the staff member is unsure whether a conflict of interest might arise, they should discuss this.
Subject teachers must not be considered as appropriate support in an examination if the exam is the subject they generally teach, i.e. science teachers should not be allowed in the exam room whilst a science exam (whether it be biology, physics or chemistry) is in progress.

The most important feature of the policy, is the requirement for an individual to disclose any activity that might give rise to a potential conflict of interest. If there is any doubt whether or not it represents a conflict of interest, REPORT IT!

3. Contingency & Adverse Effects Policy (NCFE)

CONTINGENCY & ADVERSE EFFECTS POLICY

This policy is designed to ensure a consistent and effective response in the event of major disruption to the course delivery and assessment system affecting significant numbers of learners. The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of learners while maintaining the integrity of the assessment system and safeguarding qualification standards. The contingencies applied will be selected based on the context of the disruption.

The priority when implementing contingencies will be to maintain the following principles:
Delivering course to published timetables Delivering assessments to published timetables Delivering results to published timetables complying with regulatory requirements in relation to assessment, marking and standards.

Communication:
In the event of local disruption, communication to tutors and learners will take place through the administration following agreement with the Head of centre.

In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public.

Queen Elizabeth High School is committed to:

sharing timely and accurate information as required to meet the aims of the plan communicating with stakeholders so they are aware of disruption and contingency measures being implemented and any actions required of them as a result ensuring that any messages are clear and accurate.

Key Risks and Associated Actions

Teaching staff extended absence at key points in the exam cycle:
Centre actions:
Queen Elizabeth High School to arrange alternative teaching staff within the institution concerned at the earliest opportunity.

Lack of appropriately trained and qualified assessor or IV and their absence
Centre actions:

Queen Elizabeth High School will keep abreast of the planning, hiring, training etc. of all assessors and arrange alternative staff as necessary.

Lack of appropriate rooms or main venues unavailable at short notice
Centre actions:
Liaise with the Local Authority to make use of their spaces. The Leisure centre will be available for limited teaching spaces.

Failure of IT systems
Centre actions:
Maintain secured backup for all types of assessment and feedbacks Liaise with Awarding body to let them know about the failure of the system and get help from their contingency plan.

Disruption of teaching time – centre closed for an extended period Centre actions:
Communicate with learners about the potential for disruption to teaching time and plans to address this.

Establish liaison between tutors and learners so that learner can make correspondence with tutor and get course materials and submit assignments online if appropriate.

Arrange alternative teaching space at suitable Local Authority venues.

Assessment evidence is not available to be marked (Large scale damage to or destruction)
Centre actions:

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to learners.

Centre unable to distribute results as normal
Centre actions:
Contact to be made immediately to the awarding bodies about alternative options.
Contact to be made immediately to the learners explaining the situation.

Withdrawal of Qualifications

Queen Elizabeth High School is committed to putting the interests of learners first and undertakes to take all reasonable steps to protect the interests of learners should a Qualification or Unit be withdrawn for whatever reason and by whichever body. Queen Elizabeth High School will make every effort to ensure that learners are not registered onto Qualifications that are due to be withdrawn before the date that learners could reasonably be expected to complete the Qualification. Where there appear to be learners unlikely to complete prior to the Qualification end date, Queen Elizabeth High School will take all reasonable steps to identify an alternative Qualification, or an alternative centre and to make the necessary transfers and other arrangements in order to enable the learners to achieve the Qualification wherever possible.

In the event of withdrawal of centre approval Queen Elizabeth High School with work closely with NCFE to regain this status. Queen Elizabeth High School would take reasonable steps to work with an alternative centre such as Coleg Sir Gar in order for learners to gain accreditation.

Signed:
Review Date:
Head of Centre

4. Recognising Prior Learning Policy (NCFE)

Credit at Unit or even Assessment Criteria could potentially be recognised.
Queen Elizabeth High School can give recognition to learners to any prior assessment elements - or potentially evidence assessment evidence form another qualification (e.g. GCSE RE) which may be valid.

Queen Elizabeth High School will explore the process employed to recognise RPL - e.g. incoming evidence passed through the assessment & IQA process to ensure currency and validity.

Evidence used by learners must be current and valid and meet the assessment criteria of the qualification, and evidence must be reliable, whereby centres consistently arrive at equivalent assessment decisions.
Evidence obtained through RPL must therefore meet the same rigorous quality criteria that other assessment methods must conform to. It remains the role of Assessors and quality assurance staff to ensure that evidence is:

Valid: Does the evidence genuinely demonstrate that the demands of the assessment criteria have been met? For RPL, currency of evidence will be of particular concern. Does, for example, the evidence meet current practice requirements.

Authentic: This involves consideration of whether the evidence being assessed is genuinely the work of the learner. For example, the evidence may have been produced by somebody else, or may be the result of the work of a team. In the latter case, this would be acceptable if the assessment criteria were related to team / joint working, but not if it was being used as evidence of an activity which should have been carried out individually.

Sufficient: There must be enough evidence to fully meet the requirements of the assessment criteria, or assessment criteria being considered. If there is insufficient evidence to fully meet requirements, then evidence obtained through RPL must be complemented by evidence gained through other suitable assessment method(s) before requirements can be said to have been met.

Reliable: The evidence obtained through RPL should be such that an Assessor would arrive at the same assessment decision, were the assessment to be repeated. Outcomes of RPL If individuals can produce relevant evidence, that meets assessment criteria requirements then, recognition can be given for their existing knowledge, understanding or skills. If an individual can meet all the learning outcomes and assessment criteria in a unit, then they can claim credit for that unit solely on the basis of their RPL achievement. If however, evidence from RPL is only sufficient to cover one or more assessment criteria, or to partly meet the need of an assessment criteria, then additional assessment methods should be employed to generate the sufficient evidence required to make a safe assessment decision. Knowledge, skills, behaviours and understanding must be current for RPL to be used and subject leads within centres must decide if prior learning is up to date for the relevant sector and subject areas. Centres may use questioning or other acceptable assessment strategies to check the depth and significance of prior

learning. Assessment decisions based on RPL must be made by centre staff with suitable occupational competence and subject expertise. Acknowledging evidence of previous learning is considered to be part of the internal assessment process and any decisions must be made clear to the External Quality Assurer.

Queen Elizabeth High will ensure that RPL is carried out by designated staff with relevant levels of expertise to meet the requirements of the assessment strategy/guidance for the qualification concerned.

5. Transfer of Credits Policy (NCFE)

Applying Credit Accumulation and Transfer (CAT) Credit accumulation and transfer (CAT) is the system by which learners can accumulate and transfer credits over a period of time, in differing locations and contexts, in order to gain qualifications.

Credit transfer is the process of using credit(s) awarded in the context of one qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. CAT is therefore the term used to describe the system which supports credit transfer.

Credit transfer gives recognition to the fact that some units are the same, irrespective of the fact that they appear in different qualifications. This recognition promotes progression within and between industries and avoids unnecessary duplication of learning. Credit transfer is relevant where a unit in a qualification is the same (include unit/qualification assessment number) as a unit in another qualification. A practical example of credit transfer would be a learner who achieves an award which is comprised of units 'A, B & C' transferring their credits to progress towards a certificate comprised of 'A, B, C, D and E'. In this case the units in the award have been nested in the certificate enabling the recognition of the previously achieved units. If on the other hand a learner registered for the Certificate containing units 'A, B, C, D and E' without having done the award, but then withdrew from their programme of learning after completing only 'A, B & C', they could transfer their credits and consequently obtain the Award.

6. Withdrawal of Learners from courses Policy (NCFE)

Whether through absences or lack of work worthy of accreditation teachers will identify learners causing concern and use the school Head of Learning system and Key Stage officers to address the situation. If after all attempts are made and the learner is still not producing the work then the learner and parent/carer will be contacted to discuss whether removal from the course is appropriate. If this is the only reasonable avenue then SLT will instruct the Exams Manager to withdraw the pupil from the course.

7. Assessment, Verification and Resubmission Policy (NCFE)

Next revision due   :   September 2024
Reviewed and monitor by :   Dave Williams

The following policy has been designed to indicate the ways in which NCFE practitioners will assess and verify work provided by all Learners registered on programs of study. The implementation of which will be reflected in the School's Mission Statement and the School's Assessment Policy. Primarily, the policy aims to allow for consistency across the subjects offered in school.

The policy as a whole, seeks to address all NCFE's requirements and in doing so will reflect the following:

•   assessment of the individual assignments
•   internal verification
•   external verification
•   recording
•   evidence

Queen Elizabeth High School takes its responsibility for ensuring the quality and reliability of assessment very seriously. It recognises that high quality assessment practices are an important element of the Learner experience and that the outcomes of assessment influence Learners' future lives.

This policy relates to Equality and Diversity specifically at this time.

ASSESSMENT
In accordance with the above, the specific purposes of assessment can be seen:
•   to give Learners specific feedback
•   to identify specific achievements
•   to diagnose specific strengths and difficulties/weaknesses
•   to increase motivation
•   to predict future performance/achievement
•   to set targets for future achievements
•   to evaluate teaching and learning strategies
•   to inform planning
•   to aid monitoring

Within the School and in accordance with the above:

•   Assessment should be on going and an integral part of any short-term planning, lesson preparation or scheme of work.
•   Assessment should be applied equally to all Learners and represent the school's and the department's beliefs in an equality of opportunity and access for all to the curricular offer.
•   Assessment should be a way of motivating the Learners and involving them in their own learning.

- Both assessor and Learner should regard assessment as an important and worthwhile part of learning. Criteria should be made clear at all times to enable Learners to achieve their maximum potential.

ASSESSMENT ENTITLEMENT

Learners at Q.E High School are entitled to:

- Fair and open assessment practices in line with the Schools Equal Opportunities policy for Learners
- An Assignment indicating the criteria against which Learners will be assessed, Evidence Checklist, Unit Specification, and a Scheme of Work. .
- Regular advice, counselling and guidance through teachers.
- Access to an open and fair appeals procedure.
- Assessments being carried out regularly and outcomes reported within 3 weeks with written and/or verbal feedback.

ASSESSMENT PROCEDURES

Submitting Assignments

It is required that each unit/component is assessed per whole learning aim. The content of the course is delivered to Learners and when the teacher is confident in their knowledge the Learner is able to undertake work on their assignment. Learners are only given the opportunity to improve submitted work if they have met the resubmission rules implemented in NCFE guidance.

Failure to meet deadlines

- Learners who fail to hand in work by the agreed deadline will be required to provide evidence of extenuating circumstances e.g. doctor's certificate.
- Failure to do will result in the Learner not being allowed a resubmission opportunity for that assignment; however, the work will still be marked in accordance with NCFE guidelines.

Recording Progress

Staff are required to record Learner grades on the tracking sheet used by their department, which may be accessed on the Google drive, when the marking of learn work is being completed. Within the School one of the main methods of recording is to make a note of assignment grades achieved by each individual. This is to be recorded in teacher Mark Books and on tracking systems available in the Google drive.

The centrally stored Tracking Sheets are an on-going record of a Learner's progress across the course they are taking and these tracking sheets will form the evidence used to enter Learner attainment with the Exams Officer at the end of the course.

These tracking sheets should also be made available to the Standards Verifier and any other relevant representatives of the regulatory and examining bodies as requested. Care must be taken when sending tracking sheets or any other Learner information that the files is secured with a password.

EVIDENCE of ACHIEVEMENT and ATTAINMENT

It is the aim of the school that evidence of achievement will be recorded whenever possible. The methods of evidence can be outlined as follows:
- Continual assessment sheets – used to show the continuity and progression through the course.
- Attendance and Punctuality Registers
- Planning and evaluating of all assignments set.

RECOGNITION OF ACHIEVEMENT & ATTAINMENT

Assessment is not just a process by which a teacher and Learner recognise ways to improve or areas of weakness. It is also a way of identifying a Learner's successes. Affirmation of these successes can and will continue to be recognised through:

- purposeful annotation of a Learner's work
- oral encouragement and discrete informal discussion with an individual Learner during the teaching and learning phase
- through display of work in the appropriate classroom and/or corridor outside the teaching room to support learning
- whole class recognition of successful work through individual group or teacher presentation
- nomination of Learners for annual achievement certificates (both whole school and departmental)

INTERNAL VERIFICATION

In order to ensure assessment and verification is consistent across the school each principal subject area will have a Lead Verifier:

Lead Internal Verifiers
The LIV is a person designated in a centre who takes overall responsibility for assessment and quality assurance of a Principal Subject Area.

There can only be one LIV for each principal subject area. The LIV is responsible for the co-ordination of internal verification and the standard of assessment.

A Lead Internal Verifier:
• is the named key person for a group of programmes
• is responsible for accessing and sharing standardisation materials with the teaching   team
• has access to induction and support from Pearson
• has opportunities for personal recognition and development.

Lead Internal Verifiers have the important role of ensuring that qualifications with overlapping groups of units/components have consistent assessment, whilst building a team approach to internal verification.