

Grey Court School Examination and Assessment Policies (2021-22)

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Grey Court School - Controlled Assessment Policy

Introduction

It is a requirement of the Joint Council for Qualifications (JCQ) that all examination centres have a policy for controlled assessment in place.

Controlled assessment is the form of internal assessment that has largely replaced GCSE coursework. It encourages an integrated approach to teaching, learning and assessment. It is intended to enable teachers to authenticate and confirm that students have carried out the assessment tasks set in accordance with awarding body specifications.

There are three different levels of control:

High Level Control:

- Students must be supervised at all times.
- The use of resources is limited. Usually candidates may only use research notes or diaries.
- Students must complete all work by themselves.
- Students must not communicate with each other in any way.
- No assistance can be given to students.
- Students are not permitted to have access to the internet or e-mail.

Medium Level Control:

- Students do need to be directly supervised at all times, but adequate supervision must take place to ensure that the students work can be authenticated.

Teaching Staff must ensure:

- That the students' work is their own.
- Plagiarism does not take place.
- That contributions of individual students are recorded accurately.
- That students have access to resources.

Under medium control, students can work together and may receive limited guidance from teaching staff.

Low Level Control:

- Some work may be completed with supervision and outside of the classroom.
- Students may have access to resources and can have access to the internet.
- Students may work together.
- Students can receive guidance from teaching staff.

These levels of control take place throughout the assessment process: task setting, task taking and task marking. In some subjects, the awarding body will mark work. For most subjects, however, work will be marked by the centre and moderated by the awarding body.

This policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessment.

Staff responsibilities - GCSE controlled assessments

Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments.
Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.);
- Ensure that all staff involved has a calendar of events.
- Ensure all staff sign the controlled assessment policy to say they have read and understood it.
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE ensuring the examinations office have been notified of any changes.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.
- The Head of Faculty is responsible for obtaining the controlled assessment task details from the awarding body and for keeping secure in locked storage at all times. Tasks may need to be downloaded from awarding body secure websites that only the examinations office have access to.
- The Head of Faculty must plan and choose the most appropriate time for the controlled assessments to take place, taking into account accommodation and resources required. This may take place during a timetabled lesson. Any relevant display material must be removed or covered up.
- The Head of Faculty is responsible for ensuring that all subject staff are aware of the relevant level of control permitted (High, Medium or Low), as this will determine the level of supervision required. E.g. – High Control under exam conditions.
- If malpractice is suspected by students or teaching staff, the Examinations Officer must be notified immediately.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Ensure that controlled assessment materials in their possession are kept and stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.
- Ensure candidates keep a research diary where they note the guidance and feedback given by their teacher. This diary should contain a record of the research and planning stage notes, diagrams, essay plans and bibliography.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Ensure attendance records for assessment sessions are kept when controlled assessments take place within classrooms.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work **securely** between assessment sessions (if more than one). Work must be kept on a secure locked cabinet,
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.
- If a student is absent, the teacher must allow that student a chance to make up the time as necessary. For long absences, special consideration must be applied for. This information should be provided to the Examinations Officer.
- If a student's work is lost within the school this must be reported to the Examinations Officer.

Exams office staff

- Ensure controlled assessment entries are made at the appropriate time.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.
- Ensure that all assessment materials are locked in a suitable secure cabinet in the exam store or within the department. Heads of Faculty / Teaching Staff must sign for any secure materials they receive from the Examinations Officer.
- Apply for special consideration when required.
- Take appropriate action if Malpractice is suspected, referring to the *JCQ Suspected Malpractice in Examinations and Internal Assessment Procedures*.
- The Examinations Officer must report coursework / controlled assessment lost within the centre to the appropriate awarding body.
- Ensure that assessment marks are submitted to the relevant awarding body by the deadline.

Special educational needs coordinator/additional learning support

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

BTEC Qualifications:

There are separate regulations for BTEC qualifications. The link below provides Edexcel's own guidance on the internal assessment. Staff offering these qualifications should familiarise themselves with the requirements.

http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/news/Guide_to_Internal_Assessment_for_BTEC_Firsts_and_Nationals.pdf

Policy for appeals about internal assessment of GCSE & GCE controlled assessment

Grey Court School is committed to ensuring that whenever its staff mark candidates' controlled assessment / coursework 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. Grey Court 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.

Appeals

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of the appeals procedure.

An appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. The appeal must be made as early as possible, and no later than the 31st May in the year of the GCSE / GCE examination season. Grounds for appeal must be clearly stated.
2. Appeals must be made in writing by the candidate's parent / carer to the Associate Headteacher in charge of examinations.
3. The Associate Headteacher will then conduct the investigation. In the event of a conflict of interests, the Headteacher will nominate a senior member of staff to conduct the enquiry.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to awarding body's specification and subject specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the awarding body, and any changes made to the internal assessment procedures.
6. The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding bodies upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

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

Evidence to be provided by the Head of Faculty during an appeals enquiry.

Once an application for an appeal is received, the Deputy Headteacher in charge of Assessment will inform the relevant Head of Faculty, Line Manager and Headteacher.

The subject Head of Faculty will have 4 days in which to provide the following information:

1. Departmental minutes to indicate that the school procedure for internally assessed coursework was discussed and given out to new and existing members of the department.
2. The mark scheme or marking criteria for the coursework as provided by the Awarding Body.
3. The departmental mark scheme or marking criteria given to the teachers for marking the coursework if this differs from that of the awarding body.
4. Dates when coursework was set and published deadline dates.
5. Evidence of communication home regarding missed deadlines if relevant.
6. Dates when the coursework was marked by the teachers.
7. Dates and evidence of internal standardisation and moderation processes, including evidence of standardisation of the specific teacher's marking.
8. Copy of the coursework marks to be sent to the Awarding Body.

Appeals Process Relating to Enquiries about Re-marks (EARs)

Following the publication of examination results, candidates have the right to request a remark of their written exam paper.

Candidates must first however, discuss this with the relevant Head of Department / Subject tutor before the request is made.

The candidate must complete a JCQ consent form, available from the Examinations Officer, which confirms they would like to proceed with the re-mark and that they understand that there are 3 possible outcomes from the re-mark. If this consent form is not received before the deadline, the application for a re-mark will not be made.

Re-mark Outcomes:

- The grade stays the same (fees payable)
- The grade could be increased (refund of fees)
- The grade could go down (fees payable)

The request must be received by the Examinations Officer, from the candidate at least 5 working days before the awarding body deadline. The summer series deadline is 20 September.

A fee is payable for the re-mark which is required from the candidate before the re-mark is requested. If the fee is not received before the deadline, the application for the re-mark will not be made. These fees vary dependent on the awarding body. The Examinations Officer will notify you of this cost.

Once the consent form and fee has been received by the school, the Examinations Officer will request the re-mark and will notify you when the outcome has been received from the awarding body. You should note that for GCSE re-mark and non-priority GCE re-marks, these can take up to 30 days to be returned.

Should the overall subject grade change, the fee will be refunded back to the candidate.

If following a result from a re-mark the candidate is still dissatisfied an appeal can be made. However, the candidate cannot appeal this themselves, it must come direct from the Head of Centre and will only be made if the Head of Centre agrees there are grievances to be resolved.

This must be requested in writing by the parent / carer to the Head of Centre within 4 days of receiving the outcome of the re-mark.

You should note however, that the appeal cannot be made against the mark or grade received, but about how and if the procedure has been adhered to.

Malpractice Policy

Malpractice consists of those acts which undermine the integrity and validity of assessment, the certification of qualifications and / or damage the authority of those responsible for conducting the assessment and certification.

Grey Court School does not tolerate actions, or attempted actions, of malpractice by learners or centre staff in connection with any qualification.

All staff must be vigilant regarding assessment malpractice and where malpractice occurs it must be dealt with in an open and fair manner.

The policy on malpractice aims to:

- define malpractice in the context of assessment and certification for any qualifications
- set out the rights and responsibilities, with regard to malpractice, of the learner and staff.

In the interest of learners and staff, the school will respond openly to all requests for an investigation into an incident or suspected Malpractice.

For the policy on malpractice relating to GCSEs and GCEs see the JCQ publication Guidance for dealing with instances of [*suspected malpractice in examinations and assessments*](#).

Definitions of Malpractice and actions of the suspected offence:

Cheating in an assessment: Copying from the work of other learners, obtaining help from other learners in a way that contravenes the regulations for the examination, bringing into the examination any unauthorised materials, or referring during the examination to any unauthorised material, or any form of impersonation.

Action taken: If an assessor, supervisor or invigilator in an assessment has cause to suspect any learner of cheating, for example by the discovery of unauthorised books or papers brought into the examination, these will be confiscated when discovered and any work done by the learner up to that time will be suitably annotated. The learner will, however, be allowed to complete the examination. At the end of the examination the learner may be asked for an explanation. Unless a totally satisfactory response is received, the assessor, supervisor or invigilator will submit a written report to the Examinations Officer. This report will include a description of the evidence that cheating has occurred, together with details of the learner's name, the date and time of the examination and any other relevant information. Where material is confiscated this material should be presented along with the written report. The Examinations Officer will forward this information to the examining body in line with Examination Regulations.

Plagiarism: This means copying work from any other source published, which is not authorised by the regulations for assessment and presenting the copied work as if it were the learner's own work. Work presented by a learner in assessment must be the learner's own, and where exceptions are permitted, any such exceptions must be clearly identified and the source fully acknowledged (including downloads from any internet site).

Fabrication of information: This is the presentation of any false or fabricated information, results or conclusions in any form of assessment, including practical or field work studies, oral presentations, unpublished work, and including the work of fellow learners.

Action taken – Plagiarism & Fabrication: Where a member of teaching staff marking an assessment, or otherwise associated with the presentation of an assessment, suspects plagiarism, fabrication or collusion of information, the matter will be reported to the Head of Faculty via a written report. The written report must include the appropriate details, including the nature of the alleged offence and the evidence for suspecting it. The school's disciplinary process will then be followed.

Collusion: This is the deliberate and intentional collaboration, without official approval, between two or more learners in the development and production of work that is eventually submitted by each learner, in a substantially similar and/or identical form; and is presented by each learner to be the outcome of his or her individual efforts. Collusion also occurs where there is unauthorised co-operation between a learner and another person, in or outside of College, in the preparation and production of work, which is ultimately presented, as the learner's own.

Action taken: Where a member of teaching staff marking an assignment, or any piece of work associated with the assessment, suspects unauthorised collusion in the production of that piece of work, between two or more learners, the matter will be reported to the Head of Faculty, responsible for the subject via a written report. The written report should include: the nature of the alleged offence; the names of the learners suspected of colluding; and the evidence upon which the allegation is based. The school's disciplinary process will then be followed.

Learner Malpractice:

Attempting to or actually carrying out any malpractice activity is not permitted by the school.

The following are examples of malpractice by learners; this list is not exhaustive and other instances of malpractice may be considered by the school:

- plagiarism by copying and passing off, as the learner's own, the whole or part(s) of another person's work, including artwork, images, words, computer generated work (including Internet sources), thoughts, inventions and/or discoveries whether published or not, with or without the originator's permission and without appropriately acknowledging the source
- collusion by working collaboratively with other learners to produce work that is submitted as individual learner work. Learners should not be discouraged from teamwork, as this is an essential key skill for many sectors and subject areas, but the use of minutes, allocating tasks, agreeing outcomes, etc. are an essential part of team work and this must be made clear to the learners

- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment, examination or test
- fabrication of results and/or evidence
- failing to abide by the instructions or advice of an assessor, a supervisor, an invigilator, or awarding body conditions in relation to the assessment, examination, test rules, regulations and security
- misuse of assessment/examination material
- introduction and /or use of unauthorised material contra to the requirements of supervised assessment, examination, test conditions, for example: notes, study guides, personal organisers, calculators, dictionaries (when prohibited), personal stereos, mobile phones or other similar electronic devices
- obtaining, receiving, exchanging or passing on information which could be assessment, examination, test related (or the attempt to) by means of talking or written papers/notes during supervised assessment, examination, test conditions
- behaving in such a way as to undermine the integrity of the assessment, examination, test
- the alteration of any results document, including certificates
- cheating to gain an unfair advantage.

Centre staff malpractice:

The following are examples of malpractice by centre staff. The list is not exhaustive and other instances of malpractice may be considered by the school:

- failing to keep any awarding body mark ISAs, mark schemes or candidates work secure
- 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, task, portfolio, coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as a scribe, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records, for example by alteration, substitution, or by fraud

- failing to keep assessment documentation secure prior to the assessment
- obtaining unauthorised access to material prior to an assessment.

Investigating and dealing with alleged centre staff malpractice:

Any suspected malpractice by centre staff in relation to ISAs / controlled assessment should be reported in writing to the Associate Headteacher in charge of examinations and to the Head of Centre. An investigation into the alleged offence will then begin.

The Head of Centre will decide if the relevant awarding body should be contacted in relation to the suspected malpractice.

If the school discovers or suspects anyone of malpractice, it will make the individual fully aware in writing at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven.

If the school is alleging an individual may have been involved in act of malpractice, the centre must give the individual the opportunity to respond in writing to the allegations made.

The school will also inform such individuals of the avenues for appealing should a judgment be made against them.

It is accepted by the school that should malpractice be proven, awarding bodies may apply sanctions to the individual and / or the school.

Centre staff declaration:

All centre staff are given their own copy of the controlled assessment policy and will be asked to sign a declaration stating the following:

‘I have received and read my copy of the schools controlled assessment policy 2014/2015 and agree to abide by the regulations stated’.

Grey Court School
Controlled Assessment Risk Management Process

Risks and Issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	HoFs / Associate Head for Exams / Examinations Officer
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	HoFs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom, examination hall or multiple sittings where necessary	SLT / HoFs Associate Head for Exams /
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		SLT / HoFs Associate Head for Exams
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoFs
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	HoFs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoFs
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoFs
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in	Check before booking the date; provide an alternative date, where necessary and consult	Examinations Officer

(possibly offsite on consortium teaching)	advance to scheduling clashes	awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoFs
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	SLT / HoFs
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoFs
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoFs

Safeguarding and Whistleblowing:

Grey Court School ensures that all centre staff including members of the invigilation team are checked through the Disclosure and Barring Service before working at the school.

All staff attend a full safeguarding training session which is conducted by school Child Protection Officer. A safeguarding pack is given and staff are required to sign a register to confirm their attendance at the session.

If a staff member is concerned about the conduct of another colleague, this must be reported to the Associate Head in charge of examinations and / or the Examinations Officer. The Associate Head in charge of examinations will look into any concerns which have been raised.

Procedure for Identifying Candidates:

Internal candidates

Where the school has received consent for photographs, we have the photo of each student within our SIMS database. The invigilators are provided with the photographs of all the students whose allocated to each room. The lead invigilators for each room remains the same where possible from both internal and external exams and therefore become familiar with the students.

External / private Candidates:

We only accept private candidates on a case by case basis and we only accept previous Grey Court students. The invigilators will be provided with a copy of the students passport as well as their most recent SIMS photo.