



Park View School
Together We Grow Stronger

Park View School

Examination Policy

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Authorised by Chair of Governors

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Exam responsibilities

The Head Teacher:

- Has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *suspected malpractice in examinations and assessments*.

Exams officer:

- Manages the administration of all examinations
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Oversees the production and distribution, to all centre staff and candidates, of an individual exam calendars for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms data on estimated entries.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages invigilation and monitors exams invigilators responsible for the conduct of exams.
- Ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks, dispatches, and stores returned coursework / controlled assessments.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Process any necessary applications in order to gain approval (if required).

Subject leads are responsible for:

- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- Accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- Supplying information on entries, coursework and controlled assessments as required by exams officer.
- submitting estimated grades to the exams officer when requested

External staff will may be used to invigilate examinations; invigilators are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

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

Qualifications offered

The qualifications offered at this centre are decided by SLT.

The types of qualifications offered are GCSE, BTEC, Functional Skills and Vocational.

The subjects offered for these qualifications in any academic year may be found on the centre's website.

Decisions on whether a candidate should be entered for a particular subject will be taken by the subject lead in consultation with the SLT, parents and student.

Exam series

Internal exams (mock or trial exams) and assessments are scheduled in January and are run as a replication of the real exams to prepare students as much as possible.

External exams and assessments are scheduled in May/June.

Internal exams are held under external exam conditions.

The centre offers Functional Skills assessments on an on-demand basis.

Exam timetables

Once confirmed, the exams officer will generate a master and individual timetables which will be circulated at a specified date before each series begins, copies will be given to individual students and posted out to parents.

Entries, entry details and late entries

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The school does not accept entries from private candidates or act as an exams centre for other organisations.

Entry deadlines are circulated to subject leads via email and staff meetings.

Subject leads will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series.

All exam fees are paid by the school; no fee reimbursements are sought from candidates if they fail to sit an exam.

Equality Legislation

All school staff must ensure that they meet the requirements of any equality legislation.

The school will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the exams officer.

Access arrangements

The subject lead in conjunction with exams officer and SLT will decide if candidates with special educational needs need an application for special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SLT and the Exams Officer will ensure there is appropriate evidence for a candidate's access arrangement and will submit completed access arrangement applications to the awarding bodies by the end of February.

Rooming, invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations will be arranged by the Exams Officer

Contingency planning

Contingency planning for exams administration is the responsibility of the Head Teacher. Contingency plans are available via email *and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.*

Malpractice

The Head Teacher in consultation with SLT is responsible for investigating suspected malpractice.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management staff is responsible for setting up the allocated rooms, and will be advised of requirements in advance.

The Exams Officer will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Candidates

The exams officer will provide written information to candidates in advance of each exam series.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer. Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day.

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 2 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body on the day of the exam.

Internal assessment

It is the duty of subject leads to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the subject leads. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Results and Certificates

Candidates will receive individual results slips on results day, in person at the school and by post to their home address. When certificates arrive candidates are informed by letter they are collected and signed for in school.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates electronically on student files.

Enquiries about Results (EAR)

EARs may be requested by subject leads or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the school.

All decisions on whether to make an application for an EAR will be made by the Head Teacher and SLT. If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 5 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

Signedon behalf of the Governing Body

Date

Signed on behalf of the School

Date

Policies as guideline appendices:

Appendix 1: Malpractice in Examinations Policy

Appendix 2: Examination Appeals Policy

Appendix 3: Examination Access Arrangements Policy

Appendix 4: Word Processing Policy

Staff Malpractice Policy- Appendix 1

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice with respect to the internal grading/marking of any student work associated with our examining bodies and also regarding examinations invigilated by staff at Park View School and marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be co-ordinated by Park View's Head Teacher who will ensure the initial investigation is carried out within ten working days. The investigation will involve establishing the full facts and circumstances of any alleged malpractice.

It should not be assumed that because an allegation has been made, it is true. Where appropriate, the member of staff concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement

- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies.

If work is submitted for moderation/verification or for marking which is found not to be the candidate's own work, then the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Park View School may impose the following sanctions:

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied.
- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training.
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff.
- 4) **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time.
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post.

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with Park View's Appeals Policy.

Candidate Malpractice Policy

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice with respect to the internal grading/marketing of any candidate work associated with our examining bodies and also regarding examinations marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the candidate's own work, the whole or part of another person's work.
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only.
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use.
- The alteration of any results document.

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination.
- Taking a mobile phone into an examination.
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes.
- Leaving the examination room without permission.
- Passing notes or papers or accepting notes to, or accepting notes or papers from another candidate.

If a teacher suspects a candidate of malpractice during an examination, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and the

candidate's examination paper will be withdrawn. It is unlikely that the candidate will have the opportunity to repeat the examination.

Appeals- Appendix 2

In the event that a malpractice decision is made, which the candidate feels is unfair; the candidate has the right to appeal in line with Park View's Appeals Policy.

Introduction

This policy is designed to meet the needs of our students should they feel the situation is such that they wish to appeal against a grade, mark or level that has been given.

Access

Students are made aware that it is their right to see the school's policy with respect to appeals should the need arise.

The policy is held in the Examination Officer's master file as a hard copy for easy access to all staff and students.

This policy is meant as a positive tool to support students and staff alike which echoes the school's policy of openness and transparency.

At the end of each year we take account of the opinions of students, staff, parents and stakeholders with a view to amending our policy should it be necessary (we talk to all parties on a monthly basis as a matter of course monitoring).

Policy statement

All our students at Park View School are encouraged to fully engage with all programmes of study, if they feel at any time during their studies the need to challenge the outcomes awarded then it is their right to do so without prejudice.

Should a student wish to challenge any outcome then the following is the procedure they should follow:

Internally awarded grades/marks:

- In the first instance approach the member of staff responsible for teaching the element of study which is the cause of appeal and try to resolve the issue there.
- It is the duty of that member of staff to explain why they gave the outcome they did.
- Should the explanation still be unsatisfactory then in an effort to reach a successful and neutral conclusion the work will be scrutinised and given a complete review by another member of staff who delivers the same programme.
- The student will be informed of the outcome in an interview with the member of staff carrying out the review, the Head teacher, the student and should they so wish their parent/carer.

- Should the appeal still not reach a successful conclusion then the examining body would be contacted, as they moderate our work, to outline the official procedure with direct involvement in GCSE/ASDAN and other programmes and their procedures.

Externally Awarded Grades/marks - Enquiries about Results (EAR)

- EARs may be requested by center staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.
- If the request has been made by center staff then the cost of EARs will be paid by the center, otherwise the candidate will be charged.
- All decisions on whether to make an application for an EAR will be made by head of center.
- If a candidate's request for an EAR is not supported, the candidate may appeal and the center will respond by following the process in its Internal Appeals Procedure.
- All processing of EARs will be the responsibility of the exams officer following the JCQ guidance.

There are two stages of appeal:

Stage 1

- The head of centre submits a written request to the relevant Awarding Body within two calendar weeks of receiving the outcome to be contested, detailing the nature of their concern(s).
- If it is accepted that there are grounds for the appeal, the case will be examined by a senior officer within the Awarding Body with no previous involvement in the matter.
- All relevant Awarding Body procedures leading up to the decision will be checked for compliance with the regulator's '*Code of Practice*'.
- Following the investigation, the appeal will either be upheld or disallowed. In the case of EARs, a report of the investigation will be sent to the head of centre or private candidate.

If a Stage 1 appeal relating to an EAR is upheld, a further review of the work may be undertaken.

Stage 2

- If the head of centre remains dissatisfied upon receipt of the outcome of the Stage 1 Appeal, they may submit a written request for a Stage 2 Appeal within two calendar weeks.
- A Stage 2 Appeal includes the opportunity to present a detailed case to an impartial body appointed in accordance with the regulator's *Code of Practice* at a formal hearing. Following a hearing, the decision of the panel will be communicated to both parties within five working days with a full report provided within 28 calendar days.

It needs to be said in conclusion that the school supports the student's rights in this process and that it recognises their legitimate right to appeal against any outcome with full support assured without bias.

Access Arrangements -Appendix 3

The school aims to ensure that all students have equal access to examinations and are neither advantaged, nor disadvantaged over their peers by any learning, medical or psychological difficulty they may experience.

We will do this by applying the rules for Access Arrangements (AA's) as set out in the most recent JCQ guidelines, whilst helping students make the best use of any arrangement they may be granted.

1. Identifying student who may need an Access Arrangement

- We will use every opportunity to identify students' needs from their first contact with the School at enrolment, until the end of the autumn term.
- These opportunities include the admissions process, annual review process and external professional advice.

2. Implementing Access Arrangements during year as the Normal Way of Working

- Staff will receive training biannually (on a rotation with invigilation training) on both the regulations, identifying student who require an AA and how they can adapt and record their classroom practise to build a history of need and provision.
- Students are expected to use their AA throughout their time in the school, for example use a laptop in lessons if they then require its use in examinations.
- The history will be kept using JCQ's 'Form 8'.

3. Professional Reports

- Previous schools are requested to send any details of their history of need and provision when a request for a reference for a new student is sent.
- The Examinations Officer will chase up professional reports for students who have an identified need, or arrange for the relevant assessments as necessary.
- Educational psychologists are asked to give scores etc and a recommendation for an adjustment, but not a specific recommendation as to what the AA should be, for example do not include a specific direction for "give 25% XT" as that is our decision not theirs and to avoid confusion and potential conflict with student and families.

4. Record keeping

- Form 8 (lists the history of need and provision, together with how and why the decision was made to grant a particular AA) is considered the key working document, 'passport to AAs', and kept in softcopy for continual update as necessary – all reprinted prior to each exam season.
- Educational psychologists' reports to stay in students' file but cross referenced to Form 8 to avoid unnecessary duplication.

5. Decision Making

- The exams co-ordinator will review each Form 8 and decide on appropriate AA.
- The recommendations should be presented as an agenda item on the LT agenda so that staffing implications and any costings etc become apparent. The recommendations will be referred back to the exam co-ordinator for revision, if required, at this stage.
- Form 8 records how and why a decision has been made. All AAs agreed by Head Teacher.
- Arrangements are communicated to students via their January (and Summer) exam tts (unless contentious where an individual discussion with the student should be held).
- April – AA ‘Committee’ reviews any changes (either more or less favourable) and updates records.

6. Training Students

Additional briefing session as well as general exam assembly in Dec for all AA students:

- Explain their AA and how it was derived (i.e. the rules)
- Explain how to make best use of it
- Explain expected conduct in exam room
- Listen to any concerns they may have
- Encourage them to use weekly tests / mocks etc to practise these
- Record this as part of the History of Provision.

7. Appeals

If you wish to appeal the school’s decision about access arrangements you should write to the Head Teacher within seven working days of the decision to request a hearing before the Appeals Panel. Please ensure that a copy of all relevant documents and your full contact details accompany your letter to the Head Teacher. Please state in your letter the outcome that you desire and all the grounds of your complaint. Please also send the Head Teacher a list of the documents which you believe to be in the school's possession and wish the Panel to see. The Head Teacher will acknowledge your request in writing within five working days.

Convening the Panel: The Head Teachers admin will convene the Appeals Panel as soon as reasonably practicable but the Panel will not normally sit during half terms or school holidays. The Panel will consist normally of **a minimum of three individuals** who have no detailed prior knowledge of the circumstances of the complaint. One member of the Panel shall be an **independent member**. You may ask the Head Teachers administrator to tell you who has been appointed to sit on the Panel.

Notice of hearing: As soon as reasonably practicable, the Head Teacher will send you written notification of the date, time and place of the hearing together with brief details of the Panel members who will hear you. Exams Policy Appendix 3

9. Accessibility

This policy can be made available in large print or other accessible format if required.

The purpose of this document is to help staff identify their responsibilities in planning and managing controlled assessment alongside other colleagues. It shows how responsibilities within GCSEs are allocated to colleagues such as teachers, assessors and the senior leadership team.

Controlled Assessment is defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course and forms an element of the assessment procedures in the public examination system.

Outlining staff responsibilities – GCSE controlled assessment

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 Curriculum Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/problems over the timing or operation of controlled assessments.
 - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events.
- Publish and regularly review an internal appeals policy for controlled assessments. (This is documented with the Centre Exams Policy and also in this document.)

Curriculum Leaders

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that staff in their teaching area understand the regulations relevant to their subject during controlled assessments e.g. notes allowed, timings etc.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances in line with the awarding body specifications and control requirements.
- Inform the examinations officer in advance of the dates for controlled assignments.
- Ask the appropriate Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication instructions for conducting controlled assessments.
- Understand and comply with the awarding body 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.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates work securely between assessment sessions (if more than one).
- Post-completion, retain candidates work securely until the closing date for enquiries about results. In the event of an enquiry and any subsequent appeal ensure this has been conveyed to the centre.

Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students 'cash-in' codes for the terminal exam series.
- 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 mark sheets for teaching staff to use, and transmit information to awarding bodies before deadlines.
- On the rare occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out at the direction of the Senior Leadership Team.

Special Educational Needs Coordinator/additional learning support

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

Disciplinary Procedures for Academic Misconduct

Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

Academic misconduct may include though not be limited to:

- a. **Plagiarism** – Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.
- b. **Falsifying or fabricating data** – Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.
- c. **Collusion** – Collusion involved two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.
- d. **Copying** – Copying is when one student copies work from another student, with or without the knowledge of the first student.
- e. **Bribery or attempted bribery** – Bribery is the paying, offering or attempted exchange of an inducement for information or material intended to advantage the recipient in an assessment.
- f. **Impersonation** – Impersonation involves one person undertaking an assessment on behalf of another. This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.
- g. Any other wilful deception in any element of an assessment.

A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

When a case of suspected academic misconduct has been identified the following actions will be completed.

- The teacher involved will collect the evidence and bring the matter to the attention of the Lead Practitioner (Standards). They will examine the evidence, interview the student, consult with other staff and students as appropriate and establish the nature and extent of the misconduct.
- If, as a result of this investigation, the Deputy Head Teacher and Head Teacher are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible.
- Where the student admits to the academic misconduct, the Deputy Head Teacher will re-interview the student in the presence of the Head Teacher,

make a written record of the interview and request that student sign the notes as representing an accurate record of the meeting. The Deputy Head Teacher will decide the appropriate penalty in accordance with the Behaviour Policy, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.

- The Deputy Head Teacher will ask the Parent(s)/carer(s) of the student to come to the school to discuss their child's misconduct and the penalty. The penalty for academic misconduct will include a disciplinary sanction and will require the student to repeat the assessment under the supervision of the Head of Faculty within a specified timeframe. Failure to comply will result in a zero mark.

Appeals Procedure

This school is committed to ensuring that whenever its teachers assess students work; this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available.

An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or his parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the School Procedures. Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity.

The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area.

The Internal Appeals Procedure

If a student believes that his work has not been treated in accordance with the procedures outlined above he may make use of the internal appeals procedure;

- Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examinations series.
- Appeals should be made in writing to the Head Teacher, who will investigate the appeal. If, for any reason the Head Teacher is not able to conduct the investigation he may appoint a Deputy Head Teacher providing they are not working within the departmental area involved in the appeal.
- The Head Teacher or Deputy Head Teacher (appointed in the place of the Head Teacher) will decide whether the process used for the internal assessment confirmed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCDA. This will be done before the end of the current examination series.

- If the appeal results in a change in the mark awarded to the student or his fellow students then the relevant examination board will be informed of the change and the reasons for it.
- The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the students work and any changes made to improve matters in future at school.

After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure.

If a student has concerns about external moderation, he should ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.

Word Processing – Appendix 4

The centre will

- allocate the use of a word processor to a candidate with the spelling and grammar check/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs

Needs may include

- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting (AA 5.8.4)
- only permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)

- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

The centre will not

- simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home (AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

The centre will ensure the word processor:

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is not used to perform skills which are being assessed
- is not connected to an intranet or any other means of communication
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Signedon behalf of the **Governing Board**

Date

Signed on behalf of the **School**

Date