



# The Grove

## Examination and Assessment Policy

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## **Introduction; Aims & Objectives**

The purpose of this exams policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

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

## **Scope**

This exam policy will be reviewed every year by the Exams Officer. All correspondence relating to this policy document should be sent in the first instance, to the Exams officer.

This document reflects on instructions for conducting examinations in accordance with the Joint Council for Qualifications (JCQ). The instructions are for use in all examinations. The instructions are additional to any guidelines or regulations the awarding bodies have issued in their booklets or specifications. Should there be any conflict between guidelines, the JCQ regulations shall prevail.

### **Responsibilities:**

Head of Centre: Lucia Santi

Examinations Officer: Daniel McKay Wood (Assistant Headteacher)

Access Arrangements Coordinator: Daniel McKay Wood (CPT3A and NASENCo)

## **Main Body of the Policy**

### **Access to Fair Assessment Policy**

#### **Statement of Assessment**

- We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.
- Our assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness. This will be reflected in the types of qualifications and awards we offer.
- We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non discriminatory.

#### **Access**

- Students and parents/carers are made aware of the existence of this policy (Assessment Policy) and have open access to it. It will also be placed on the school website.

#### **What students can expect from us**

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding bodies requirements.

- All portfolio based work will be assessed fairly against the qualification standards and teachers delivering the qualifications will be fully trained.
- Internal assessments will be carried out fairly and accordingly to awarding body instructions

#### **Students can also expect:**

- To be fully inducted onto a new course and given information that can be shared with parents and carers.
- Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set
- To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work
- All work to be marked within two weeks of submission by the student.
- Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body

#### **Cheating and Plagiarism**

A fair assessment of student's work can only be made if that work is entirely the student's own. Therefore, students can expect an awarding body to be informed if:

- They are found guilty of copying, giving or sharing information or answers, unless part of a joint project
- They use an unauthorised aid during a test or examination
- They copy another student's answers during a test or examination
- They talk during a test or examination.

All allegations of cheating and plagiarism will lead to a full investigation which will follow the guidance of the relevant awarding body. If a student feels he/she has been wrongly accused of cheating or plagiarism, they should be referred to the Internal Appeals Procedures Policy.

#### **Access Arrangement: Reasonable Adjustments and Special Consideration**

A candidate's access arrangements requirement will be determined by Daniel McKay Wood (Exams officer and qualified SENCo). The exams officer is responsible for:

- Ensuring there is appropriate evidence for access arrangements
- Submitting access arrangement applications to the awarding bodies
- Rooming for candidates with access arrangements
- Organising invigilation and support for access arrangements
- Adhering to the JCQ regulations and exam board guidance for access arrangements
- Ensuring Invigilators competence and training is up to date.

#### **Equality Statement**

The Grove School promotes equality of opportunity for and between diverse members of the school community, staff, parents, women, men and different racial groups within the school.

In order to do this, the School establishes with all staff an overall vision of the duty to promote equality of opportunity for pupils, staff and parents. We ensure that we will:

1. Eliminate discrimination and harassment on the grounds of -
  - sex
  - race
  - disability
  - religion or belief
  - sexual orientation

- gender reassignment
  - pregnancy or maternity
2. Advance equality of opportunity between people who share a protected characteristic and people who do not share it
  3. Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.
  4. Promote positive attitudes towards disabled people.

For further details, please refer to **The Grove School Equality Policy**.

## **Withdrawal Statement**

### **Reasons for withdrawing a qualification**

There are a number of reasons why a qualification might be withdrawn by The Grove School, including:

- Lack of demand for the qualification
- Qualification no longer meets the needs of the student population
- Qualification subject matter is no longer relevant
- Units and qualifications are owned by other awarding organisations who have decided to withdraw

### **The Grove School qualification withdrawal process**

#### **Stage 1 – Decision to withdraw**

All current 'The Grove School' qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires.

They will consider entry data, attainment levels, qualification relevance and regulatory changes. In the event that a decision is made to withdraw a qualification a report outlining the rationale will be developed and signed off by the Head of School.

#### **Stage 2 – Managing the Withdrawal**

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre. The plan will:

- Specify how the interests of learners in relation to the qualification will be protected.
- Detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centres and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

## **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 in the assessment of internally marked qualifications, non-exam based qualifications (such as AQA Unit Awards) and examinations or work that is marked externally.

### **Examples of Candidate Malpractice**

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

- Plagiarism: the copying and passing off 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 one candidate's independent work.
- Failing to abide by the instructions of an assessor, teacher or support staff– 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.

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.

### **Research and using references**

Where computer-generated content has been used (such as an AI Chatbot), your reference must show the name of the AI bot used and should show the date the content was generated. For example: ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2024. You should retain a copy of the computer-generated content for reference and authentication purposes.

### **Appeals**

If a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line with the Student Appeals Policy.

## **Staff Malpractice and Maladministration Policy**

### **Introduction**

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications, non-exam based coursework and portfolios and also examinations invigilated by staff at the school and marked externally. This also covers maladministration.

Examples of Staff 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 coordinated by the Head of School, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. 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 staff member 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 not the candidate's own work, 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, The Grove School may impose the following sanctions:

- 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
- 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
- Special conditions: Impose special conditions on the future involvement in assessments by the member of staff
- Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 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 The Grove School's Appeals Policy.

### Maladministration

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the class teacher before and after entry of candidates to any specified award. In the event of an error occurring, the awarding body will be notified immediately.

## Student Appeals Policy

### Introduction

This policy addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

### Access

Students are made aware of the existence of this policy and have open access to it. It can be found on The Grove School website.

All staff are made aware of this policy and how to access it in order that students can be supported. This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

### Policy Statement

All students at The Grove School have the right to make an appeal about any of the marks received for the qualifications they are undertaking. If any student wishes to appeal a decision, they should follow the following procedure within 10 working days of receiving the disputed decision.

If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal. The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark. If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification. The student will be informed of the outcome of the re-marking by letter within 2 weeks of their original appeal.

If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student. Please note: a student must have the support of the centre to be able to appeal against a result.

### Conflicts of Interest Statement

A conflict of interest in this context can be defined as a situation that has the potential to undermine the impartiality of a tutor, assessor, and internal moderator because of a person's self-interest, professional interest or public interest.

All staff will be made aware of the following examples of potential conflicts of interest, though this list is not exhaustive:

- A member of staff works for a centre and a family member takes a qualification at the same centre
- A member of staff at the centre is completing a qualification delivered and assessed by the centre Tutor, assessor or internal moderator working with more than one centre or private training provider Tutor, assessor or internal moderator partaking in the appointment, promotion, supervision or evaluation of a person with whom they have family connections with
- A member of centre staff involved in the delivery or outcome of an qualification having a family connection with a registered learner or learner's family

If aware of a conflict of interest, or the potential for there to be one, staff must make this known as soon as possible to the **Head of School** or **Exams Officer**. This will be dealt with on an individual basis, seeking to remove the conflict of interest and to ensure fair assessment for all candidates. Anyone invigilating exams will be asked to sign a conflict of interest form before the start of the examination series.



### The Grove Organisational Chart

		<b>Headteacher</b>		
	Deputy Head for Curriculum and Learning			
Assistant Head for Formal Curriculum <b>(Exams Officer and SENCo)</b>			Assistant Head for Informal and Semi - Formal Curriculum (Complex)	
Senior Leader for Pastoral and Behaviour		Director of Post 16 and Careers		Senior Leader for Pastoral and Behaviour

### Staff Recruitment, Induction and Development Statement

Staff at the Grove School are responsible for leading Unit Award, Entry Level and GCSE qualifications as well as different programmes of study. Staff will have had the appropriate training (subject specific PGCE training) in order to deliver the qualifications and courses and will engage in regional meetings when appropriate. Other staff teaching or supporting on the courses will receive cascaded training from SLT as well as the Heads of Department and trained teachers leading the programmes.

### Partnership Working Statement

The Grove School is part of Heartlands Community Trust, as part of the trust we work alongside a secondary mainstream school, Heartlands. Moderation will take place alongside our colleagues at Heartlands school as we are only delivering a small number of qualifications to a small cohort within the Grove. Alongside Heartlands we will support and coordinate programmes at each school, share meetings, support each other with the internal moderation of qualifications and work and report information back to our partner school if only one representative is in attendance at regional meetings.

### Internal Moderation Policy

Internal moderation is a key process that we will use at The Grove to ensure assessment methods are consistent across the school. We will keep evidence of internal moderation meetings and the internal moderation process

It is the responsibility of the class teacher and the allocated internal moderator to ensure that records are kept, attending the relevant meetings in good time of submission of work as well as submitting the marked candidates work.

All the assessment work that has been internally moderation will be kept on site after external moderation. The work is the property of the students and can be returned after external moderation or according to the requirements of the relevant awarding organisation.

The aim of the policy is to insure that:

- Internal moderation procedures are fair across the school
- Detailed records are kept of decisions made at internal moderation meetings

The School will:

- Ensure assessment activities, assessment tasks and records are valid and fit for delivery and purpose.
- Moderate a representative sample across all classes and across all assessment activities.
- Define internal moderation roles and note these in the meeting notes
- Ensure staff are trained to deliver the qualifications and have experience of internal moderation

- Provide standardised forms for internal moderation so that they are used uniformly across the school and each qualification.
- Ensure feedback of internal and external moderation support future good practice
- Carry out and receive an annual evaluation and review of assessments by ASDAN and potentially other awarding bodies.

## Review and Feedback Statement

In the first instance, feedback will be ongoing, come from the class teacher and completed work will be marked and feedback given on this. There will be regular formative assessment as they progress through the qualifications and awards at The Grove.

Following internal moderation, a review meeting will be held with the course leaders and feedback will be given to share with candidates where necessary. This may happen more than once in the feedback cycle and need to be reviewed depending on the outcome of the first internal moderation meeting

After external moderation, feedback will be given to teachers and assessors. The School will receive feedback from awarding bodies, and this will form part of the action plan for the following academic year. Any issues arising will be addressed to develop practice and actions agreed between the course leader and the teacher.

At the end of the academic year there will be a curriculum review in each department. Responses will be gathered with respect to how the year has gone and any improvements or changes to the course that need to be made. This will be used to continually improve standards and outcomes.

## Recognition of Prior Learning (RPL) Policy

RPL is about using a learner's evidence of earlier learning and achievement towards part of a qualification offered at The Grove. The teacher will review whether the evidence is enough to show that a learner has met the assessment requirements for a current qualification being delivered. The learner will need to show that through knowledge, understanding or skills they already have, they do not need to repeat the course or complete extra assessment activity if necessary for a particular qualification offered.

If there is evidence that the learner has previously shown the knowledge, skills or understanding required by a qualification, this may be used towards achieving that qualification. 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. Evidence of previous learning or achievement must be: valid and current; reliable; authentic; and sufficient. RPL will not be used to provide evidence against achievement for an **entire qualification**.

We will keep records of assessment against prior learning and make sure these are available for verification. Any evidence collected through the RPL process will be assessed and verified through the same quality assurance procedures that the centre uses for any other internal assessment methods. Acknowledging evidence of previous learning is considered to be part of the internal assessment process and any decision will be made clear to our External Quality Assurer (EQA).

If a learner wants to appeal against a decision made about their assessment they first need to follow our centre's student appeals policy.

**Examples of RPL evidence:**

- Relevant documents, testimonies or reflections mapped across to the qualification's assessment criteria
- Job descriptions or performance management feedback showing that the learner already has the suitable and current skills, knowledge and behaviours within the unit
- Learners have evidence of recent prior study which meets assessment criteria of the current programme of study being undertaken in full
- RPL must be included on the appropriate sampling plan as an assessment method as appropriate and subject to internal quality assurance (IQA).

**Circumstances when prior learning will not be recognised:**

- Learning that is similar to assessment criteria but which has been met at a level lower than the current programme of study being undertaken by the learner
- Prior learning that is not current in meeting the qualification
- Prior learning that has been referred by an Assessor
- Prior learning that has not been assessed by an Assessor.

**Exams Whistleblowing Statement**

In compliance with section 5.11 of the JCQ's General Regulations for Approved Centres, The Grove School will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place.
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation as required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication '**Suspected Malpractice: Policies and Procedures**' and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added to the General Regulations for Approved Centres in response to the recommendations within the report of the Independent Commission on Examination Malpractice. This should be read alongside the separate **Exams Whistleblowing Policy**

**Date of Next Review**

The Examination and Assessment policy will be updated annually in line with any changes from JCQ. The next review will be in **October 2024**.

## **Appendix 1: Templates for Internal Moderation**

### **Minutes from Internal Moderation Meeting**

<b>Staff present:</b>	<b>Date</b>
<b>Issues arising:</b>	<b>Actions agreed/ person(s) responsible</b>
<b>Date agreed for next meeting:</b>	

### Feedback to Assessor Sheet

<b>Candidate name:</b>		<b>Date</b>
<b>Assessor name:</b>		
<b>Moderator name:</b>		
<b>Qualification title</b>		
<b>Unit(s) moderated:</b>		
<b>Comments/feedback on how assessment/evidence meets the standards:</b>		
<b>Comments/feedback on completion of mandatory paperwork:</b>		
<b>Assessor signature</b>		<b>Date:</b>
<b>Internal Moderator Signature</b>		
<b>Date agreed for any action identified by:</b>		
<b>Internal Moderator signature to confirm action completed:</b>		