Examination Policy – Summer 2021

This policy reflects the changes made to the awarding of GCSE exams in 2021 due to Covid-19 school closures.

Rationale
The purpose of this policy is:
- To ensure that teacher assessed grades are determined fairly, consistently, free from bias and effectively within and across departments.
- To ensure the operation of effective processes with clear guidelines and support for staff.
- To ensure that all staff involved in the processes clearly understand their roles and responsibilities.
- To support teachers to take evidence-based decisions in line with Joint Council for Qualifications guidance.
- To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades.
- To support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- To support our centre in meeting its obligations in relation to equality legislation.
- To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Exam Responsibilities
Head of Centre
- Our Head of Centre, Rachel Kelly, will be responsible for approving our policy for determining teacher assessed grades.
- Our Head of Centre has overall responsibility for the school as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department
Our Senior Leadership Team and Heads of Departments will:
- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.

Teachers/ SENCo
Our teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification.
- ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance.
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer
Our Examinations Officer, Sarah Brooker, will:
- be responsible for the administration of our final teacher assessed grades and for managing the post-results services.

Training, Support & Guidance
- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage with any necessary training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.
- We will provide mentoring from experienced teachers to NQTs and teachers less familiar with assessment.
- We will put in place additional internal reviews of teacher assessed grades for NQTs and other teachers as appropriate.

Use of Appropriate Evidence
- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisations, including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment (NEA) work, even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by students.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

Additional Assessment Materials
- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.

We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:
- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining Teacher Assessed Grades
- Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.
- Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.
- Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

Internal Quality Assurance
- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.
- In subjects where there is more than one teacher or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
    - Arriving at teacher assessed grades
    - Marking of evidence
    - Reaching a holistic grading decision
    - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.

- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisations.
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisations.
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre. This will be the Line Manager for each subject.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of Teacher Assessed Grades to results for previous cohorts
- We will compile information on the grades awarded to our students in recent June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.

If our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years the following will take place;
- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will refer to Fischer Family Trust forecast data in relation to the individual subject and to the cohort of students.
- We will review any changes which have been made in the department in the last 2 years.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.

Access Arrangements & Special Consideration
- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will make an allowance for this or, if more appropriate, remove that assessment from the basket of evidence and obtain alternative evidence.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements or, if more appropriate, remove that assessment from the basket of evidence and obtain alternative evidence.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers are familiar with the document: JCQ – A guide to the special consideration process, with effect from 1 September 2020

Addressing Disruption/Differentiated Lost Learning (DLL)
- Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity
Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Senior Leaders, Heads of Department and Centre will consider:
- sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions);
- how to minimise bias in questions and marking and hidden forms of bias); and
- bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:
- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording Decisions and Retention of Evidence and Data
- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisations.

Authenticating Evidence
- Robust mechanisms, which will focus on the use of school-based assessments where work has been completed in front of the class teacher or in exam conditions, will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.

It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality
- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/carers.

Malpractice
- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
  o breaches of internal security;
  o deception;
  o improper assistance to students;
  o failure to appropriately authenticate a student's work;
  o over direction of students in preparation for common assessments;
  o allegations that centres submit grades not supported by evidence that they know to be inaccurate;
  o failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
  o failure to keep appropriate records of decisions made and teacher assessed grades.
- The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

Conflicts of Interest
- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.
- We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance
- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.

- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations.

Results
- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021 (see below).
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/carers have been made aware of arrangements for results days.

Appeals
- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.

Appropriate information on the appeals process will be provided to parents/carers.

Monitoring and Review
The Local Governing Body will be responsible for this policy.

Ratified by Governing Body	N Vosper
Date	26 March 2021

Examination Contingency Plan 2020/21 - Updated for no exams Summer 2021

Appendix 1

Key Staff Involved in Contingency Planning

Role	Name(s)
Head of centre	**Rachel Kelly (RKE)**
Exams officer line manager (Senior Leader)	**Cath Bank (CBA)**
Exams officer	**Sarah Brooker (SBR)**
SENCo	**Emma Stewart (EST)**

Examinations Escalation Process

Role	Names in case of personnel absence
Head of centre	**Cath Bank, then Jamie Nunn (JNU)**
Exams officer line manager (Senior Leader)	**Rachel Kelly, then Kes Cullimore (KCU), then Jamie Nunn**
Exams officer	**Katrina Eady (KEA), then Cath Bank, then Kes Cullimore**
SENCo	**Cath Bank, then Rachel Kelly**

Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the exams process at Stour Valley Community School. By outlining actions and procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by the Ofqual 'Exam system contingency plan: England, Wales and Northern Ireland' which provides guidance in the publication 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted' and the JCQ 'Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland'.

This plan also confirms Stour Valley Community School is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2020-21) that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

Possible Causes of Disruption to the Exam Process

1. Exam Officer extended absence at key points in the exam process (cycle)

<u>Criteria for implementation of the plan</u>

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines sufficient invigilators not recruited

Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

Pre-exams

- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

Results and post-results

- access to examination results affecting the distribution of results to candidates the facilitation of the post-results services

Centre actions to mitigate the impact of the disruption

- Seeking/following awarding body guidance/instructions
- Invoking actions as detailed in statutory guidance
- Taking advice/instructions from relevant local or national agencies
- Having KEA on standby to upload Teacher Assessed Grades
- Having CBA or RKE available to ensure exam procedures are followed
- Communicate post-results service to parents/carers by email
- Issue exam results via email using systems set up in Summer 2020

2. SENCo extended absence at key points in the exam cycle

<u>Criteria for implementation of the plan</u>

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place
- modified paper requirements not identified in a timely manner to enable ordering to meet external deadline

Centre actions to mitigate the impact of the disruption

- SBR is able to input special arrangement to exam boards and make arrangements for these to be put in place

- Students assessed during Year 10 or early Year 11 so arrangements known well in advance

3. Teaching staff extended absence at key points in the exam cycle
<u>Criteria for implementation of the plan</u>
Key tasks not undertaken including:
- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-Examination Assessment tasks not set/issued/taken by candidates as scheduled

<u>Centre actions to mitigate the impact of the disruption</u>
- All departments have a line manager who is aware of arrangements to provide entry details if needed
- Departmental entry data is stored centrally so it can be accessed if Head of Department is absent

4. Failure of IT systems
<u>Criteria for implementation of the plan</u>
- MIS system failure at final entry deadline
- MIS system failure during exams preparation
- MIS system failure at results release time

<u>Centre actions to mitigate the impact of the disruption</u>
- All internal systems can be accessed remotely in case of issues within, or with access to, the building
- All exam documentation is prepared at least 5 days in advance
- Exam documentation can be uploaded and downloaded away from the school building to external websites
- Students can be contacted via email on an external system if necessary, with the use of passwords for security

5. Disruption of teaching time – centre closed for an extended period
<u>Criteria for implementation of the plan</u>
- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

<u>Centre actions to mitigate the impact of the disruption</u>
- Where students are absent due to Covid-19 self-isolation they are provided with the work being covered in lessons, to be completed when they are well enough to do so
- If there is a full or partial closure of the school then lessons will be delivered remotely using MS Teams. All students have either their own IT to access lessons or school will lend them the necessary IT and provide Internet access, as needed

6. Assessment evidence is not available to be marked
<u>Criteria for implementation of the plan</u>
- Large scale damage to or destruction of completed assessment evidence before it can be marked
- Completed examination evidence does not reach awarding organisations

<u>Centre actions to mitigate the impact of the disruption</u>
- Where possible all work is sent to the exam board electronically

- Staff keep records of students ongoing assessment work so awarding organisations can generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations

7. Centre unable to distribute results as normal or facilitate post results services
(including in the event of the centre being unavailable on results day owing to an unforeseen emergency

<u>Criteria for implementation of the plan</u>
- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

<u>Centre actions to mitigate the impact of the disruption</u>
- Results to be issued electronically, as they were in Summer 2020
- Consideration of alternative arrangements to access results at an alternative site, in agreement with the relevant awarding organisation
- SLT to consider sharing facilities with other centres if this is possible, in agreement with the relevant awarding organisation

Appendix 2 – Non-Examination Assessment Procedures

1. Definition

Non-Examination Assessment is a form of internal assessment for GCSE and other qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-Examination Assessment applies control over internal assessment at three points of task setting, task taking and task marking.

2. Responsibilities

Head of Centre
- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting Non-Examination Assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all Non-Examination Assessment are conducted according to qualification specifications.

Examinations Officer
- To be familiar with JCQ instructions for conducting Non-Examination Assessment and other related JCQ documents.
- To be familiar with general instructions relating to Non-Examination Assessment from each relevant GCSE awarding body.
- In collaboration with Subject Leaders, to submit Non-Examination Assessment marks to the relevant awarding body.
- In collaboration with Subject Leaders, dispatch students' assessments for moderation.
- In collaboration with Subject Leaders, make appropriate arrangements for the security of Non-Examination Assessment materials.

Subject Leaders
- To be familiar with JCQ instructions for conducting Non-Examination Assessment.
- To understand and comply with specific instructions relating to Non-Examination Assessment for the relevant GCSE awarding body.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- Ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- To 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.
- To undertake appropriate departmental standardisation of non-examination assessments.
- In collaboration with the Examinations Officer, to submit Non-Examination Assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of Non-Examination Assessment materials.

SENCO
- To be familiar with JCQ instructions for conducting Non-Examination Assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments at the specified level of control. Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers MUST disclose marks to candidates to enable the right to appeal and make clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Non-Examination Assessments.
- 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 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 special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.
- Inform Exams Officer of marks to be submitted to Exam board at least four working days before Exam Board deadline date.

3. Task Setting

In accordance with specific GCSE awarding body guidelines, Subject Leaders will be responsible for the selection of Non-Examination Assessment tasks from an approved list or for setting appropriate centre specific tasks. Subject teachers will ensure that students understand the assessment criteria for any given assessment task.

4. Task Taking

Unless the awarding body's specification says otherwise, the following arrangements will apply.

In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required. Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work. They will also ensure that they keep a record of each candidate's contribution in group work, where applicable. Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material. Teachers can provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it.

Any assistance given must be recorded and taken into account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers

or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.

5. Authentication
Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

6. Task Marking
Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre. The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks.

Centres should not attempt to convert marks to grades in advance of the publication of results. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place. They should retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.

7. Enquiries About Results
Internally assessed component results cannot be reviewed individually. A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

8. Factors Affecting Individual Candidates
If a candidate misses part of a Non-Examination Assessment task through absence, an alternative supervised session will be organised.

The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.

Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements.

The school will consider requests to repeat Non-Examination Assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by the Examinations Officer in consultation with Subject Leaders. If a Non-Examination Assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

9. Non-Examination Assessment Contingency Plan
The table below sets out examples of scenarios where a contingency plan may be needed to minimise risk to Non-Examination Assessments.

Scenario	When to implement	Actions	Person(s) responsible
Disruption of Non-Examination Assessment – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during Non-Examination Assessment time, interrupting the provision of normal arrangements	Seek advice from awarding organisations and JCQ Communicate with parents, carers and students about the potential for disruption to Non-Examination Assessment time and plans to address this Have a contingency plan to facilitate alternative methods of completing Non-Examination Assessments, alternative venues or both	Sarah Brooker Rachel Kelly
Centre is unable to open as normal during the Non-Examination Assessment period	In the event that the centre is unable to open, e.g. a fire at the centre forces it to close	Inform relevant awarding organisations as soon as possible Refer to emergency plans and/or health and safety policy, where appropriate Open for Non-Examination Assessments and examination candidates only, if possible Use alternative venues in agreement with relevant awarding organisations Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements	Sarah Brooker Rachel Kelly
Correct level of control not implemented	In the event that the Non-Examination Assessment has not been completed in correct circumstances	Communicate with awarding organisations to ask advice Arrange with exam boards, where appropriate, for Non-Examination Assessment projects to be repeated with correct levels of control	Sarah Brooker Rachel Kelly
Non-Examination Assessments going missing	In the event that Non-Examination Assessments cannot be located	Recover work from computer back-ups, photos etc.	Sarah Brooker Heads of Depts

		Communicate with awarding organisations to report missing work	
		Arrange, where appropriate, for Non-Examination Assessment projects to be repeated	
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed assessment evidence before it can be marked, e.g. a fire at the centre destroys completed Non-Examination Assessments	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers	Sarah Brooker Rachel Kelly Relevant Heads of Depts
Absence of teaching staff to lead Non-Examination Assessment	When staff absence is known to the school	Appropriate teacher to take over Non-Examination Assessment lessons Locate a substitute teacher from another school with experience of the same course	Head of Depts Rachel Kelly

Non-Examination Assessments going missing	In the event that Non-Examination Assessments cannot be located	Recover work from computer back-ups, photos etc. Communicate with awarding organisations to report missing work Arrange, where appropriate, for Non-Examination Assessment projects to be repeated	Sarah Brooker Heads of Depts
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed assessment evidence before it can be marked, e.g. a fire at the centre destroys completed Non-Examination Assessments	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers	Sarah Brooker Rachel Kelly Relevant Heads of Depts
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Appendix 3 - Word Processor Policy

Contents

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENCo	**Emma Stewart**
Exams officer	**Sarah Brooker**
SLT member(s)	**Cath Bank**
IT manager	**Henry Nicoll**

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the Access Arrangements and Reasonable Adjustments 2019-2020 and Instructions for Conducting Examinations 2019-2020 publications.

Introduction
The use of a word processor in exams and assessments is an available access arrangement. (AA 4.2.1) The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.2) Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.3) Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements on a subject-by-subject basis.

Purpose
This policy details how Stour Valley Community School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams. The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The Use of A Word Processor
The exam centre will
- allocate the use of a word processor to a candidate 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 (AA 5.8.2)

The centre will not
- simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses 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)

Arrangements at the time of the assessment for use of a word processor
A candidate using a word processor is accommodated within the main exam hall
In compliance with the regulations the centre
- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that his/her centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she is instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.
  ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save his/her work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

The centre will ensure the word processor
- is only used in a way ensuring a candidate's script is produced in secure conditions
- 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 (ICE 14.25)

Portable storage medium
The centre will ensure that any portable storage medium (e.g. a memory stick) used
- is provided by the centre
- is cleared of any previously stored data

Printing the script after the exam is over
The centre will ensure
- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is his or her own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

Awarding Criteria
The criteria Stour Valley Community School uses to award and allocate word processors for examinations. The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

The use of word processors
There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.
Needs might include where a candidate has, for example:
- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting
The only exception to the above where the use of a word processor may be considered for a candidate would be
- on a temporary basis as a consequence of a temporary injury at the time of the assessment
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

Arrangements for the use of word processors at the time of the assessment
Appropriate exam-compliant word processors will be provided by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the awarding body's published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 7 of ICE.