

EXAMINATIONS POLICY

In Brief

Bournemouth School is committed to ensuring the planning and management of examinations is conducted efficiently and in the best interest of candidates. This policy reflects the operation of an efficient examination system with clear guidelines for all relevant staff.

The Governors recognise the importance of assessment through examinations at Key Stage 4 and Key Stage 5 which provide students with academic qualifications. Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent: efficient administration helps them to achieve their best. The Governors and staff further recognise the need to maintain the highest standards in administering public examinations in accordance with the requirements of the Department for Education the Qualifications Curriculum and Development Agency the Joint Council for Qualifications and Examinations Boards (JCQ). The implementation of this policy will be taken account of in strategic planning and routine administration discussed in meetings of the Leadership Team, of Head of Departments and of the full staff.

RESPONSIBILITIES

Senior Management

The Headmaster has overall responsibility for the school as an examination centre. The Headmaster will advise on appeals and re-marks, and takes responsibility for reporting all suspicions or actual incidents of malpractice to the Examination Boards. At fixed points the Headmaster, Deputy Head and the Examinations Manager process results for later statistical returns. The Headmaster reports on the quality of results to Governors, Leadership Team and the Staff during departmental reviews with Heads of Departments. The Headmaster is responsible for press releases.

Heads of Department / Heads of Year

Heads of Department are responsible for:

- informing the Examinations Manager of any specific action following syllabus and qualification changes
- checking provisional statements of entry for all examinations
- ensuring coursework and controlled assessment deadlines are met and that all such meet the awarding bodies' criteria
- completing coursework mark and estimated grade sheets
- liaising with the Examinations' Manager over the despatch of coursework for moderation/marking

They and Heads of Year are responsible for guidance and pastoral oversight of students who are unsure about examination entries or where alteration of the initial entry is made.

Examinations Manager

Has responsibility for:

- Processing of entries, results and certificates for all public examinations
- Communicating with candidates, parents and members of staff
- Liaising with SENCo about candidates' access arrangements/special considerations
- Managing enquiries regarding Results, Appeals and Special Considerations
- Completing all relevant paperwork for the Examination Boards
- Hiring, training and timetabling of invigilators
- Ensuring compliance with JCQ regulations
- Arranging venues/booking rooms
- Investigating and reporting to the Headmaster any suspected malpractice
- Liaising with carrier collection services to arrange for postage of scripts and coursework
- Processing invoices for receipts and payments, in collaboration with Finance Department
- Attempting to contact candidates absent from an examination sitting
- Preparing statistical returns in liaison with the SLT

Invigilators

External staff are employed to invigilate both internal and external examinations. The recruitment and training of invigilators is the responsibility of the Examinations Manager. Invigilators are timetabled and briefed by the Examinations Manager. Securing the necessary Disclosure and Barring Service (DBS) clearance for Invigilators is the responsibility of the centre administration.

Teachers

Teachers check candidates' entry details and pass lists via Heads of Department to the Examinations Manager.

Teachers may not enter the examination room, read examination papers or remove them from the examination room before the end of an examination. Spare papers will be distributed by the Examinations Manager to Heads of Department only when all completed papers have been accounted for and secured ready for dispatch.

Teachers must not offer advice on which questions are to be attempted in an examination. In practical examinations subject teachers may be on hand in case of any technical difficulties.

Candidates

Candidates must confirm their Statements of Entry. They must understand their coursework regulations and sign a declaration that authenticates their coursework as their own. During an examination candidates must abide by the rules and regulations laid down by the JCQ. They must only have with them the equipment required for that examination. All other belongings must be left outside the room and the centre accepts no liability for their loss or damage. If a candidate requires special consideration for any reason for an examination it is the candidate's responsibility to alert the centre to that effect. The candidate must support any such claim with appropriate evidence within five days of the examination.

EQUALITY ACT 2010

The centre agrees to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to make reasonable adjustments to the service the centre provides to disabled candidates. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

ACCESS ARRANGEMENTS

A candidate's access arrangements requirement is determined by the SENCo and a qualified Specialist teacher named by the School. It is the School's policy to assess all candidates with a history of need and a history of provision of access arrangements at least one month prior to examinations. This is to advise examination office staff on the most appropriate adjustments to examination conditions for the candidates in question.

Candidates may be tested by the designated School's Specialist teacher even if they already have an external report produced by an educational psychologist or a specialist teacher from a previous school. The recommendations made in the new report will supersede previous arrangements or recommendations if appropriate. If parents disagree with the SENCo's decision, they have the right to appeal in writing to the Headteacher.

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination, including any special access arrangements that individual candidates can be granted during the course and in the examination.

It is the responsibility of both the SENCo and Examinations Manager to ensure appropriate examination access arrangements are in place for students with specific needs.

Rooming for access arrangement candidates will be arranged by the Examinations Manager. Invigilation and support for access arrangement candidates will be arranged by the Examinations Manager in consultation with the SENCo.

FINANCE

Fees charged by the examination boards are met by the School, with the following exceptions which are paid by the candidates at the time of requesting entry:

- Fees for re-sit entries (unless the student is being prepared for the re-sit at the school)
- Fees for students whose attendance is unsatisfactory and where there is no valid reason

If a candidate withdraws from an examination at their request after the deadline for entry has passed, or fails to submit sufficient coursework so that a teacher feels unable to enter him/her, or fails to sit an examination without producing a medical certificate then the parents will be asked to refund the fees paid by the school. Changes made by the proper procedures will be met by the school.

When parents disagree with the school's decision regarding the entry of a pupil they may choose to enter the pupil separately. Under these circumstances parents will be asked to pay for the entry.

Amendment of entries which incur a financial penalty from the Examination Board will be charged to departments if they arise from that department's error or omission.

Any charges made by the Examinations Boards for Enquiries about Results and for photocopies or original scripts are passed on to candidates, unless the request is from a subject teacher where the school will meet the expense.

ENTRIES

At Key Stage 4 and Post-16

All students should be entitled to and enabled to achieve a number of entries for qualifications from an external awarding body. If a student's entry in a subject is to be withdrawn there must be an evidence trail of concern and the support offered completed by the subject teacher in consultation with the subject leader. The student, parent/carers, the Head of House, Head of Department/Head of Faculty, the subject leader, subject teacher (and if necessary careers advice should also be sought) before a final decision is made. All students will be monitored carefully throughout their time at school, and coursework and attitude notified to the Head of House using the SIMS Behaviour Management system.

We do not enter students for examinations in subjects for which we do not prepare them.

Re-sits/Re-takes

Students will only be allowed to re-take in exceptional circumstances. Pupils may elect to re-sit subjects at their own expense.

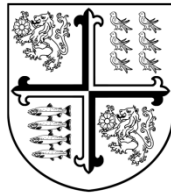
APPEALS

Appeals against Internal Assessments / controlled assessments

The process for managing appeals against internal assessments is detailed in a separate policy, available from the Examinations Office.

Appeals against Examination Board Results

After the release of results, enquiries about results can be raised by centre staff or candidates if there are reasonable grounds for believing an error has been made in marking. Candidates can also request the return of scripts and ask staff to scrutinise them to ensure that the marking process has been correctly adhered to. If a result is queried, the Examinations Manager, teaching staff and Headmaster will investigate the feasibility of asking for a re-mark. Where a cohort is involved the centre may bear the cost. In individual cases the candidate will meet the expense of a re-mark. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.



NON EXAMINATION ASSESSMENT POLICY

In Brief

The Governing Body is committed to the safe and secure conduct of controlled assessments in accordance with Joint Council for Qualifications [JCQ] and awarding bodies' subject specific instructions. By doing so, the Governing Body, Headmaster and staff at Bournemouth School endeavour to ensure students make the best use of controlled assessments in terms of their learning outcomes and learning achievements.

Roles and Responsibilities

Senior Leadership Team

Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

Ensure that the Heads of Departments/Faculty they line-manage are accountable for the safe and secure conduct of controlled assessments.

At the start of the academic year, liaise with heads of department/subject to schedule controlled assessments before the start of the year.

Map overall resource 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, etc.)

Ensure that all staff involved receive a schedule of planned events.

Heads of Department/Faculty

Decide on the awarding body and specification for a particular GCSE.

Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.

Supply the exams office with details of all unit codes for controlled assessments.

Undertake and oversee the safe, secure storage of all controlled assessment materials within their department/faculty and report any malpractice or breach of security to the Examinations Manager and their SLT line manager.

Ensure staff involved have been on appropriate training courses for new specifications or that the HOD is satisfied that training/information has been cascaded down following their own attendance at training.

Ensure that individual teachers understand their responsibilities with regard to controlled assessments and comply with JCQ guidelines.

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.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

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.

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.

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.

Ensure that candidates fully understand and comply with the JCQ document 'Information for Candidates' which details what candidates must and must not do when completing controlled assessments.

Supervise assessments at the specified level of control (high, medium or low). 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 that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Examinations Manager

Issue the JCQ publication Instructions for conducting controlled assessments to Heads of Department.

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries, as confirmed by Heads of Department.

Enter students' 'certification' 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.

Distribute mark-sheets for teaching staff to use, and collect and send mark-sheets to awarding bodies before deadlines.

Where NEA (Non-Examined Assessment) cannot be conducted in the classroom arrange suitable accommodation and invigilation.

Ensure access arrangements have been applied for, as submitted and evidenced by the Special Educational Needs Department.

Special Educational Needs Coordinator/Additional Learning Support

Co-ordinate the assessment of students to establish whether examination access arrangements are required.

Provide appropriate evidence when submitting requests for access arrangements to the Examination Boards for approval.

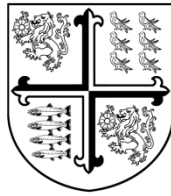
Candidate Malpractice

Candidates must be informed of the JCQ regulations concerning malpractice, as detailed in the JCQ booklet "Suspected Malpractice in Examinations and Assessments: Policies and Procedures". This should include the School's published internal appeals procedure relating to internal assessment decisions, which is made widely available and accessible to all candidates.

If irregularities in controlled assessment(s) are discovered prior to the candidate signing the declaration of authentication, the teacher should report this to their Head of Department who will inform the Examinations Manager. It is then the responsibility of the Examinations Manager to inform the Headmaster. This need not be reported to the awarding body. Details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body.

If irregularities in controlled assessment(s) are identified by the centre after the candidate has signed the declaration of authentication, the Headmaster must submit full details of the case to the relevant awarding body at the earliest opportunity as detailed in the JCQ guidance.

In the case of reports of suspected malpractice in controlled assessment(s) received from examiners or moderators, the awarding body will ask the Headmaster to conduct a full investigation.



NON EXAMINATION ASSESSMENT APPEALS POLICY

To Include: Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Bournemouth School is committed to ensuring that whenever staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Bournemouth School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Bournemouth School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body. Candidates will be informed of the mark no less than 20 calendar days before the examination board's deadline for the submission of marks.
2. Bournemouth School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment. This request must be made within 5 calendar days of the marks being given to the candidate.
3. Bournemouth School will, having received a request for copies of materials, make them available to the candidate within 3 calendar days of receiving the request.
4. Bournemouth School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing. These must be received no later than 10 calendar days of the candidate receiving their marks.
6. Bournemouth School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Bournemouth School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Bournemouth School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking no later than 3 calendar days before the examination board's deadline.

10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

WORD PROCESSORS

In Brief

Bournemouth School recognises that for some students with specific medical or learning needs, a Word Processor* (WP), laptop, tablet or similar, may be the most appropriate method of organising and presenting their work. Students are allowed to use a word processor in school as their normal, routine way of working where a need has been established and its use is recommended by a medical practitioner, an educational psychologist or a specialist teacher or organisation, eg. Learning Support Service (LSS), Child and Adolescent Mental Health Services (CAMHS), etc.

Use of a Word Processor

The following conditions must be met before permission will be given for a pupil to use a laptop for school work in school:

- A specific recommendation has been received from either a medical practitioner, an educational psychologist, or a specialist teacher or organisation, eg. Learning Support Service (LSS), Child and Adolescent Mental Health Services (CAMHS), etc., or the school's SENCo/ILNCo while the school is awaiting evidence
- Typing speed must at least match handwriting speed and not be to the detriment of progress in line with expectations
- If a student chooses to bring his/her own Word Processor it must be adequately marked and insured. The School does not accept liability for damage to or loss of any personal WPs/laptops/tablets/smartphones or similar, which will remain the responsibility of the owner at all times
- For those students who have Access Arrangements recommended by a medical practitioner, an educational psychologist, or a specialist teacher or organisation, eg. Learning Support Service (LSS), Child and Adolescent Mental Health Services (CAMHS), etc., or the school's SENCo/ILNCo, access to a basic Word Processor will be provided for use in lessons in accordance with examination regulations

** A Word Processor is a program or machine for storing, manipulating and formatting text entered from a keyboard and providing a print out.*

Limitations to Word Processor Use

A subject teacher has the right to veto the use of a WP in particular situations:

- Where its use might be dangerous or problematic e.g. in a particular experiment in science
- Where particular exercises should not be carried out with computer assistance e.g. maps and diagrams
- Where calculations are required without the assistance of computer functions such as in Mathematics
- If an individual student, in any lesson, is using a WP in such a way as to cause a distraction or disturbance to the learning of others
- If an individual student is misusing the device for anything other than the work that has been set

Some school and home work may still be required to be hand-written to support the development of handwriting skills.

Detailed Procedures

- Laptops must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can be used only with specific permission to do so

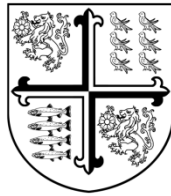
- Students are not allowed to connect their WP either physically or wirelessly to the school network
- Laptops must be on mute at all times
- If there are problems with a WP during lessons, the student should immediately stop using it and switch to pen and paper
- All written work, which would normally be done in exercise books during lessons, is to be printed out daily and filed appropriately so that students possess a hard copy of all their work in ring binders or pasted into exercise books
- Students should use a plain font (e.g. Times New Roman, Arial, Verdana) and allow room for teachers' comments
- The School's technicians are only able to maintain school equipment
- In public examinations students must use a school WP using Microsoft Word with spell and grammar check, etc, disabled
- Students should back-up their work on to a separate device on a regular basis – ideally weekly, but at the very least at each half term. The cost of losing a term/year's work, particularly in public examination years through a computer crash can be very considerable, both literally and in terms of stress

Use of Word Processors in Public Examinations

Whilst the School accedes to JCQ's guidance in the Joint Council for Qualification booklet relating to Access Arrangements, the complexities outlined above mean that it will be unrealistic and not in the best interest of the majority of students to use a WP in an examination unless they have been using it as their routine, normal method of working throughout their examination years (e.g. Years 10 and 11 if they wish to use it for their GCSE examinations).

- Where a student is authorised under the conditions of this policy to use a WP as their routine, normal way of working, a WP may be appropriate for use in examinations. The Examinations Manager will make contact with the student to confirm which specific examinations they wish to use a WP
- Only the Microsoft Word application will be available; spell-check, grammar check and the thesaurus will not be enabled. There will be instructions informing students how to set up documents with all the relevant personal details. The WP will be set to save automatically every five minutes, but we suggest saving at regular intervals in addition to this
- At the end of examination the student will be required to remain supervised until their work is printed off and they have authenticated the relevant hard copy
- Opportunities to rehearse the use of a WP are available in the period leading up to public examinations. Without this practice, it is unlikely to be in the best interest of the student to use the WP in an examination and a transcript may be a better option for a student with illegible handwriting (section 2.9 of the JCQ booklet)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



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1.1	14/10/2020	C Lea	Version Control added
1.2	15/10/2021	C Lea	Document layout changed
1.3	10/02/2022	C Lea	Addition of the Public Sector Equality Duty (PSED) statement
1.4	06/06/2023	K Ateaque	Document update

Approvals

Date of FGB Approval	Approving Committee
07/07/2020	Student Experience Committee
11/07/2023	Student Experience Committee

The latest version of this policy may be accessed through our website – Yes / No