

20016/2019

# Examinations Policy

## Llanishen High School

This document contains the specific policy and associated information relating to examinations at Llanishen High School

Responsible staff member: Mr C Desprès  
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# **EXAMINATIONS POLICY**

## **1. AIMS**

- Ensure that all pupils have the opportunity to demonstrate their abilities and enhance their development through taking public examinations.
- Ensure that the examination entry procedure is fair and involves all parties: staff, pupils and parents.
- Ensure that the entry policy allows pupils to take the most appropriate level of examination.

## **2. OBJECTIVES**

- Provide all pupils with the opportunity to complete their secondary education with an assessment of their skills and knowledge by a nationally recognised accreditation body.
- Provide a record of pupil achievement that is of value to the pupil, their parents and outside agencies.
- Enter pupils for those exams that assess the syllabi and learning programmes they have studied.
- Encourage pupils to achieve the highest level of success consistent with their abilities.

## **3. CHOICE OF EXAMINATIONS and SYLLABI**

- Following relevant guidance from the Welsh Government and the Senior Leadership Team, Curriculum and Subject Leaders will decide on syllabi offered by the school. The syllabi followed determine which exams are taken.

## **4. CRITERIA for ENTRY**

- All pupils who are on courses at school leading to examinations or assessments at KS3, Entry Level, GCSE, A/S and A2 Levels, Key Skills, Essential Skills, BTEC and vocational courses are eligible for examinations in the subjects they follow, subject to the exceptions stated in Section 5.
- Using pupil performance data, Subject Leaders in consultation with subject teachers and pupils decide the level of entry for tiered examinations. Parents may discuss these decisions with relevant staff.

## **5. CRITERIA for NON-ENTRY**

- In certain cases, pupils lose their eligibility for examination entry. Year Team Leaders, in consultation with Subject Leaders, relevant member of the Senior Leadership team, subject teachers, pupils, parents/carers and occasionally outside agencies, such as, Social Services or the EWO, can decide not to enter a pupil for an examination if one of the following applies:
  - Failure to complete sufficient coursework, within deadlines set by subject teachers that allow time for marking and internal moderation.
  - Failure to attend sufficient lessons to cover enough of the course to achieve a grade in the examination.
  - Failure to complete sufficient work at the required standard to achieve a grade.
- Pupils can only be withdrawn from a subject by the Year Team Leader, in consultation with the relevant Subject Leader, the pupil and their parents.
- In the event of an entry not being made, parents may appeal against this decision by

contacting the Year Team Leader and if this appeal is not accepted, they still have the option to pay privately for the cost of examination entry, which the school will still make.

## 6. EXTERNAL EXAM ENTRIES

- External exam entries are accepted from people who were pupils at Llanishen High School and people who have a close connection to the school (e.g. employees' children). Such candidates have to pay the fees charged by the relevant exam board/s for entry, plus a charge of 10% of the entry fee to cover the administrative costs of the school.
- The decision to accept such students is taken by the Exams Officer in consultation with the relevant member of SLT. If other expense is incurred in allowing external students to sit exams – such as extra invigilation, presence of foreign language experts, or any equipment – then the candidate has to pay these costs.

## 7. PAYING FOR PUBLIC EXAMS

- **First Entry Payment:** Llanishen High School pays the entry fee for examinations and units of examinations that pupils are sitting for the first time in subjects they are currently studying in school.
- **Additional Subject Entries:** If pupils of the school wish to take exams in subjects that they are not studying at school – e.g. Russian, Arabic, Spanish, Urdu, the school pays the entry that is charged by the relevant exam board.
- **Late Entry Payments:** If a request is made after the deadline date for entries from either a member of staff or an individual pupil to sit an exam then any late entry fee is charged by the exam board concerned. In this case, either the school department or the individual pupil will have to pay the cost of the late entry fee, but not the cost of the initial entry. If the late entry is the result of a mistake by the school, the school will pay the entry fee.
- **Re-sit Payments:** If students wish to re-sit an exam or a unit of an exam, they have to pay the cost of the exam entry that is charged by the exam board concerned unless one of the following applies:
  - a) *The pupil missed the first exam sitting because of illness.*
  - b) *The pupil had to leave the first sitting of the exam because of illness or other personal circumstance.*
  - c) *The school made an error about entering the pupil on the first occasion.*
  - d) *The pupil is re-sitting the whole of year 12.*
  - e) *The school reserves the right to waive charging a pupil for a re-sit entry fee if mitigating circumstances apply, e.g. free school meals.*
  - f) *The pupil is re-sitting English or Maths GCSE in Key Stage 5 and is attending re-sit classes provided as part of the curriculum.*

However, when the school enters students before the terminal examinations in the summer for year 11 students, the school will pay the examination entry fee for any students who wish to resit.

- **Missed Exams:** If a pupil misses an examination the school has paid the entry for, without good reason, the pupil's parents are expected to pay the entry fee and will be notified by the examinations officer

- **Payments:** The amounts payable for exam entries are the fees charged by the exam boards concerned and published on their websites. However, for ease of collection the entry fees are rounded up or down to the nearest pound. The Examination Officer will notify pupils about late entry or re-sit payments. The school reserves the right to withdraw a pupil from a re-sit examination if they have not paid the cost of the exam entry.

## **8. ACCESS ARRANGEMENTS**

- The school must ensure that access arrangements are consistent with its responsibilities under the Equality Act 2010 and with its Strategic Equality Plan. Access arrangements can include such things as entitlement to extra time, use of a scribe/reader.
- A candidate's special needs requirements are determined by the Additional Learning Needs Co-ordinator (ALNCO), in light of information provided by a previous school, a parent, doctor, medical specialist or a teacher and the results of assessment tests.
- The ALNCO will enter the requirements on-line by the required deadlines for each exam season though applications can last for one or two years and can automatically be renewed for another two years.
- The ALNCO and the school's exam officer will keep copies of the approvals for Special Consideration as well as the original evidence that led to these applications.
- The Exams Officer and his team of invigilators will make proper provision for candidates with access arrangements. The Exams Officer will complete an application for special consideration for those candidates who have been disadvantaged in an exam by "Special Circumstances" – illness, death of a relative, broken limb, etc. this will be forwarded to the relevant exam board/s.

## **9. EXAM INVIGILATION**

- External invigilators are employed to supervise public exams and mock exams. They must attend an annual training update which will be organised by the Exams Officer. The recruitment and training of invigilators are the responsibility of the Exams Officer and new exam invigilators must be DBS checked and attend a training session before taking on their duties.

## **10. CLASHES OF EXAMS**

- Where candidates have a clash of 2 exams or more during the same exam session, the Exams Officer consults with the candidates and arranges one of the following solutions:
  - The candidate sits the two/three exams consecutively during the same session
  - The candidate sits one exam in the morning session and another in the afternoon session and remains under supervision during the intervening period.
  - Arrangements will be made for candidates to sit the exams on consecutive days where 3 GCSE exams come to longer than 5½ hours and AS/A Level exams amount to longer than 6 hours. One exam may be moved to the next day, even if that is a Saturday. In such cases, the Exams Officer will require confirmation from a parent of the pupil affected by such a clash, that the security of the exam paper will not be breached between the end of the first day of exams and the start of the second day of exams.

## **11. EXTERNAL APPEALS about EXAMINATION RESULTS**

- When pupils receive their exam results, there are a number of "Post-Results" services that exam boards offer. These are:
  - A clerical check on the marks awarded

- Sight of the original script
  - Sight of a priority photocopy of the script in question
  - Sight of a photocopy of the script in question
  - A remark of the whole paper
  - A group remark for a subject
  - An appeal against marks awarded for coursework/controlled assessments by external moderators.
- Exam boards charge for each of these services. Where an individual pupil makes the request, the pupil has to pay the charge to the Examinations Officer at the time of making the request. Where a review is requested by the school, the subject department is responsible for making the payment.
  - If a script is remarked and the grade is changed as a result of the remark, the exam board makes no charge for the service requested. In these circumstances, the school will reimburse the candidate's appeal fee.

## **12. EXTERNAL APPEALS against AWARDING BODIES' PROCEDURES**

- If centres (the school)/candidates are dissatisfied with the procedures taken by relevant awarding bodies (e.g. setting of papers, marking/moderation procedures, grade award), the Head of centre may request an enquiry about results.
- If the Head of Centre is still not satisfied, he/she may submit an appeal within 14 days of the result of the enquiry. Details of procedures for such an appeal are laid out on the JCO website.

## **13. INTERNAL APPEALS**

- If pupils or parents/carers are dissatisfied with the procedures used in arriving at internal assessment decisions they can appeal. Such internal assessments include coursework components, *Controlled Assessments* or to whole units/subjects (like Art or Orals) where the assessments are conducted within the school. No appeals can be made about the actual marks or grades awarded. The procedure for such appeals is as follows:
  - The Head of Centre nominates *a senior member of staff* to manage appeals. This person is also responsible for disseminating information to candidates and their parent/carer about the appeals procedures and for informing the Head of Centre about the existence and outcome of all appeals.
  - An appeal must be made in writing and given to the person delegated to manage appeals.
  - It can only be made after a pupil has been told what mark/grade has been awarded for an internally assessed piece of work and must be made before the date when the internally assessed work has to be submitted for external moderation. In cases where there is no external moderation, appeals should be made at least 2 months before the results of that particular course are published.
  - There should be an opportunity for the teacher/s concerned in the assessment, which is the subject of the appeal, to see a copy of the appeal and to respond in writing, with a copy of the response sent to the candidate.
  - The appeals procedure allows the candidate the opportunity to have a personal hearing if they are not happy with the written response they have received. A candidate should be given reasonable notice of the hearing date; they should have sight of all the relevant documents (e.g. the marks given, the assessments made) in advance of the hearing. Where a candidate is presenting their own case, they can be allowed to be accompanied by a single carer/friend. The teacher(s) and

candidate should have the opportunity to hear each other's submission to the hearing.

- The panel conducting the hearing will consist of two or more individuals who have not previously dealt with the case. One of these should be a senior member of staff; the other could be another teacher or a governor, for example.
- The panel will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the awarding body, and the 'Code of Practice'. A copy of the panel's decision should be sent to the candidate and, where appropriate, to their parent/carer within 2 weeks of the hearing.
- The centre (the school) will maintain a written record of all appeals, which includes the outcome of the appeal and the reasons for the decision.
- The centre will inform the relevant awarding body if there is any change to an internally assessed mark as a result of an appeal. Such a decision must be submitted in sufficient time for the awarding body to amend the marks/grade awarded before the publication of results.

#### **14. THE RESPONSIBILITIES of the EXAMINATIONS OFFICER**

- The Exams Officer plans, monitors, reviews and manages all aspects of Public Examination provision.
- Register IFS students and conduct IFS computer-based exams
- Register BTEC students and process their cash-in grades in April
- Submit exam entries and subject registrations to the relevant exam boards by the due dates.
- Collect and log resit money and ensure that these entries are subsequently made
- Liaise with subject leaders about exam entries, changes and withdrawals
- Distribute correspondence to relevant members of staff/organisations.
- Collate and distribute exam timetables to students and staff
- Apply Access Arrangements to those students who have such entitlements
- Receive and securely store all examination materials
- Arrange, organise and run Year 11 mock exams
- Recruit and train a team of invigilators
- Make sure the formal requirements for all public examinations are applied
- Process applications for special consideration
- Download results on results days
- Deal with all "Enquiries about Results" (EARs) following the publication of results in each exam series
- Evaluate the organisation of each exam series.
- Take responsibility for personal professional development
- Arrange, order papers, organise and run the NFER tests in Numeracy and Literacy
- Write references for former students whose prospective employers ask for confirmation of exam results

#### **15. RESULTS**

- Results of exams are released to pupils on the days proscribed by OFQUAL/Welsh

Government. Entry Level, November re-sits, January exam results and Essential Skills results arrive during the school terms and pupils can collect these from the Exams Officer on the allocated day.

- Essential Skills, BTEC, GCSE, A/S and A level exam results arrive during the summer holiday and are distributed to pupils on the date of publication decided by the regulatory authorities.
- For these summer holiday results, pupils will also be given a sheet informing them about re-sit opportunities and summarising the appeals procedures that are available to them.

## **16. RECORDS**

- The Exams Officer keeps the records of the exam results for each session and liaises with staff/pupils who need access to these records after they have been published

## **17. CERTIFICATES**

- The relevant Year Team Leader in consultation with the Exams Officer will distribute certificates to pupils on allocated days during the year. If a pupil cannot personally collect his/her certificates, a letter of authorisation needs to be written by the pupil authorising a delegate to collect the certificate/s. Uncollected certificates are stored in the school office for a minimum of one year.

*This examinations policy has been equality impact assessed to:*

- 1. Eliminate unlawful discrimination, harassment and victimisation*
- 2. Advance equality of opportunity between those covered by the Equality Act and those not covered (e.g. between disabled and non-disabled people)*
- 3. Foster good relations between these groups*

*We have considered the following points:*

- 1. Does the activity have implications regarding the accessibility of services to the whole school community? Are reasonable adjustments to be made in particular circumstances in relation to people with disabilities or any other protected characteristics?*
- 2. Is there any reason to believe that people with protected characteristics could be adversely affected by this activity or policy?*
- 3. Could this activity or policy disproportionately affect sub-groups with protected characteristics (e.g. different racial groups, different impairment groups)*

*The none protected characteristics we have considered are:*

- 1. Age, Disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, gender and sexual orientation*