



OAKLANDS CATHOLIC SCHOOL
AND
SIXTH FORM COLLEGE

With delegated responsibility from the
Edith Stein Catholic Academy Trust

**EXAMINATIONS AND
CONTROLLED ASSESSMENT
POLICY**

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MEMBER OF STAFF RESPONSIBLE	ASSISTANT HEADTEACHER
STATUTORY / NON-STATUTORY	STATUTORY



Community

Unity



Opportunity

Policy Amendments

Version Date	Section / Page	Amendments
November 2022	2.2 / Page 3	Moving of two responsibilities from SLT to Examinations Officer Additional new responsibility to manage bookings of exam rooms
	2.3 / Page 4	Moving of responsibility from Exams Officer to HOD/Subject Leader – Submits candidates' coursework marks
	2.4 / Page 4	Additional responsibility to provide evidence to support exam access arrangements
	2.5 / Page 4	Removal of words Teaching Assistant for support
	2.6 / Page 4	Change Exams Officer to secure storage Removal of sentence regarding exam paper collection for access arrangement students
	4.1.3 / Page 5	Remove – reference to 2020 and 2021 exams
	6.2 / Page 6	Removal of paragraph relating to AS exams
	6.3 / Page 7	Change C grade to pass grade
	6.5 / Page 7	Remove – reference to 2020 and 2021 exams
	6.6 / Page 7	Remove – reference to 2020 and 2021 exams
	6.12 / Page 7	Change of word 'must' to 'may'
	7.3 / Page 8	Additional words 'and provide evidence of need and reasonable adjustments made'
	7.11.1 / Page 9	Replace 'trained professional' with 'consultant'
	7.12 / Page 9	Additional words 'Word processors will not have spellcheck enabled.'
	9.13vi / Page 10	Replace 'fire alarm' with 'emergency evacuation'
	9.13vii / Page 10	Additional words 'Sixth Form students may be gathered on the Sunken Lawn'
	11.1.3 / Page 11	Replace 'provided with' to 'shared with'
	12.0 / Page 12	Replace 'remark' with 'review' throughout Removal of reference to AS
	12.3 / Page 12	Replace 'wants' to 'wishes' throughout and addition of sentence regarding candidate consent.
	13.0 / Page 13	Additional words for collection of certifications for students who are unable to attend the Presentation Evening
October 2021	4.1.3 / Page 5	A Level external exams detail
	6.5 & 6.6 / Page 7	Statements about opportunities for students to sit November / October exams due to CAG process
	Appendix A A1.6 / Page 16	Update to responsibilities for Exams Office Staff
	Appendix A A12.0 / Page 25	Risk Management Process Update to Security of Materials

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1.0 Purpose

- 1.1 The strategic purpose of this policy is to reinforce our status as 'A community inspiring its students to engage in their own learning, celebrate their diversity and launch them to the next stage of their journey with confidence in their potential.' Through the good management and sound delivery of assessment requirements, Oaklands will 'prepare our students for the challenges and opportunities for a future not yet known' by equipping them with the best possible set of qualifications to take forward in life. We will also ensure that the correct assessment methods are in place so that 'all students are motivated to make the best progress they can', secure in the knowledge that the school will arrange, validate and celebrate their academic achievements.
- 1.2 The practical purpose of this policy is:
- To ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
 - To ensure the operation of an efficient exam system with clear guidelines for all relevant staff.
 - It is the responsibility of everyone involved in Oaklands' exam processes to read, understand and implement this policy.
 - This exam policy will be reviewed by the senior leadership team, exams officer and the governors.

2.0 Exam Responsibilities

2.1 Headteacher:

Overall responsibility for the school as an exam centre.

2.2 SLT with special responsibility for Exams:

- Advises on appeals and re-marks
- Reports all suspicions or actual incidents of malpractice. Refer to the JCQ document on suspected malpractice in examinations and assessments
- Oversight of Examination Officer and examination administration

2.3 Examinations Officer:

- Manages the administration of public and internal exams.
- Advises the Senior Leadership Team, Heads of Department, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards.
- Carries out administrative work necessary to enter candidates with the examination boards upon receipt of candidate information from HoDs / Subject Leaders.
- Oversees the production and distribution to staff, Governors, invigilators and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them, information being transmitted through a collated and personalised SIMS Statement of Entry, exam calendar booklets and website information.
- Provides necessary coursework administrative information to ensure that it is completed in accordance with the timetable and in accordance with guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.

- In conjunction with the SENCO or an appointed HLTA, administers access arrangements and makes applications for special consideration using the Access arrangements and special considerations regulations and Guidance.
- Identifies and manages exam timetable clashes.
- Tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates in person or via mail if pre-paid and addressed envelopes are provided by the candidate.
- Forwards, in consultation with the Senior Leadership Team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their examinations.
- Recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams
- Manages the booking of exam rooms, including rooms to support access arrangements.
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages all exams invigilators/organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams

2.4 **Head of Department / Subject Leader:**

- Organises teaching and learning relevant to published specifications so student can access exams.
- Is responsible for selecting specifications and levels of entry appropriate to student abilities based upon student performance during the course of an exam specification study, and the professional judgement of subject teachers.
- Communicates accurate and full specifications details to Examination Officer in writing – preferably by e-mail. Particular attention must be made to any changes of specification titles, component codes or unit number that occur.
- Guidance and pastoral oversight of candidates who are unsure about exam entries, in particular tier of entries.
- Provides evidence to support any exam access arrangements.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets on hard copy or on-line.
- Accurate completion of entry and all other mark sheets and adherence to deadlines.
- Submits candidates' coursework marks.

2.5 **SENCO:**

- Administers access arrangements, personally or through a nominated colleague.
- Is responsible personally or through a nominated colleague for the early identification and testing of candidates' requirements for access arrangements during KS4 & KS5.
- Is responsible personally or through a nominated colleague for the provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

2.6 **Lead invigilator:**

- Works under the instruction of the SLT responsible for exams and Exams Officer to provide assistance in the following areas:
- Collection of exam papers and other material from the secure storage before the start of the exam.
- To start and finish exams when required to do so by the SLT responsible for exams or Exams Officer when exams are taking place in several venues across the school at the same time.
- To lead other invigilators by instruction and example when conducting exams.

- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Provide administrative support in preparation for exams or following exams to ensure all question papers and answer scripts are stored securely, arranged accurately and despatched correctly in relation to the sitting of exams.

2.7 **Candidates:**

- Confirmation of entries both in terms of subjects and levels / tiers of entry.
- If there is any query with the above information, to address themselves to their subject teacher and appropriate Head of Department / Subject Leader who themselves will resolve the issue and pass the information onto the Exams Officer.
- Are responsible for understanding examination regulations.
- Are responsible for understanding coursework regulations and, where required by individual Exam awarding Bodies, signing a declaration that authenticates the coursework as their own.
- To ensure they attend all modules/papers throughout KS4 & KS5, especially practical assessments which take place outside the 'traditional' exam seasons such as MFL speaking, PE, Drama, Dance and Music practical examinations and the full 10 hour final Art exam.

3.0 **Statutory Tests and Qualifications Offered**

- 3.1 The statutory tests and qualifications offered at Oaklands are decided by the Headteacher, in consultation with Heads of Department and the Curriculum Deputy.
- 3.2 If a Head of Department wishes to change a specification, method of examination or timing of examination the following must occur:
- Detailed analysis of the merits of any change, taking opinions from Subject colleagues in the process.
 - Consultation with Line Manager
 - In the case of 'A' Levels, the Head of Department must communicate the proposal to the Director of Sixth Form Learning.
- 3.3 The Line Manager will then bring the proposal to the Headteacher and the Curriculum Deputy for consideration. If there is a change of specification from the previous year, the Exams Officer must be informed.
- 3.4 **At Key Stage 4**
All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.
- 3.5 **At Post-16:**
It is expected that most courses will only have internal exams at the end of Year 12 and will take the full A-Level exams at the end of Year 13.

4.0 **Exam Seasons and Timetables**

4.1 **Exam seasons**

- 4.1.1 Internal exams are scheduled in November, January, March and June.
- 4.1.2 External exams are scheduled in November, and May to June.

- 4.2 All internal exams are held under external exam conditions.
- 4.3 The Governors feel that in the best interest of students' learning and the continuity of the teaching curriculum, specifications are to be chosen which require exams at the end of an academic year within the conventional exam season. Heads of Department cannot make a free choice to change the means of assessment without first consulting their Line Manager who will refer to the SLT. The exam series which are used in the centre is decided by the senior leadership team
- 4.4 **Timetables**
The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

5.0 Entries, Entry Details, Late Entries and Retakes

- 5.1 Candidates are selected for their exam entries by the Heads of Department and the subject teachers. Candidates, or parents, cannot demand a subject entry, change of level or withdrawal.
- 5.2 **Late Entries:**
- 5.2.1 Entry deadlines are circulated by the Exams Officer to Heads of Department via email.
 - 5.2.2 Late entries are authorised by Heads of Department and Director of Sixth Form Learning.
 - 5.2.3 **Heads of Department are responsible for any late entry charges if they make a change to a candidate paper entry or tier of paper after the published Awarding Body entry deadline for reasons other than candidate medical or personal circumstances.**
- 5.3 **Retakes:**
- 5.3.1 At KS5, candidates will only be able to retake AS papers, which in normal circumstances will occur in the June exam season of Year 13.
 - 5.3.2 Retake decisions will be made in consultation with the candidates, subject teachers, Head of Department.

6.0 Exam Fees

- 6.1 GCSE/ KS4 qualification and 'A' Level initial registration and entry exam fees are paid by the school for exams for which the school is preparing a student. This includes fees for students who may sit exams before they reach KS4, which is particularly the case with bilingual students at Oaklands. Students re-sitting GCSE papers by following a year's course during Year 12 at Oaklands, and students returning to Oaklands to repeat their A2 level studies in 'Year 14' will have their registration and entry exam fees paid by the school.
- 6.2 Students who need to take English or Maths resits to achieve a pass grade and who are enrolled at Oaklands Sixth Form College will have the costs of that exam in November and the summer season paid by the school, provided they have attended a course of study for that exam at Oaklands.

- 6.3 Students who begin Year 12 courses at other institutions and who need to retake English or Maths to achieve a pass grade will be eligible to sit those exams at Oaklands in the November season of the same calendar year as they took their GCSEs but they will need to pay for their entry fee. However, Oaklands has no obligation to provide revision classes or exam preparation for these students.
- 6.4 Late entry or amendment fees resulting from a Departmental decision are paid by the Departments.
- 6.5 Candidates or Departments will not be charged for changes of tier, withdrawals made by the proper procedures, late arrival on roll or alterations arising from administrative processes, provided these are made within the time allowed by the Awarding Bodies.
- 6.6 Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements. This will be pursued in writing to the candidate and their parent/carer.
- 6.7 This fees reimbursement policy will be communicated in writing to candidates and parents/carers at the start of GCSE and post-16 courses.
- 6.8 Any preparation for retake examinations is the responsibility of the student, and there is no obligation on staff to provide revision sessions or materials for students resitting exams.
- 6.9 Departments may pay the fee for an enquiry about a result should a charge be made. If a candidate requests an enquiry and it is not supported by the school they must pay the enquiry/remark fee.

7.0 The Equalities Act (2010), Special Needs and Access Arrangements

- 7.1 The Equalities Act “requires equal treatment in access to [...] public services, regardless of the protected characteristics of age, disability, gender reassignment, [...] race, religion or belief, sex, and sexual orientation”. All Oaklands staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.
- 7.2 **Special Educational Needs:**
A candidate’s special needs requirements are determined by the SENCO.
- 7.3 Through the annually published SEN register alongside regular updates as carried out as normal SEN procedure, the SENCO will inform subject teachers of candidates with special educational needs who are embarking on, or following a course leading to an exam. It is the personal responsibility of all subject teachers and Heads of Department to be aware of the needs of all students with additional needs who are following their courses and provide evidence of need and reasonable adjustments made. The SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the durations of the course and in the exam.
- 7.4 Our Policy for Access Arrangements is written in line with the Joint Council for Qualifications (JCQ) Regulations document: ‘Adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments’. These regulations are updated on an annual basis and are the regulations with which all schools and colleges must comply.

7.5 **What are Exam Access Arrangements?**

Access arrangements are actions taken to **remove the disadvantage** to a student accessing an examination caused by a physical, learning, sensory or psychological difficulty but **without creating any unfair advantage or compromising the integrity of the assessment**.

Arrangements are agreed before an assessment, and must reflect a student's normal way of working within the school or college.

7.6 Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Exams Officer. It is also the responsibility of the subject teacher to provide supporting evidence and to make the SENCO aware of any specific requirement or difficulty in accessing the course. Submitting completed access arrangement applications to the awarding bodies, via the JCQ Access Online Portal is the responsibility of the SENCO, who should inform the SLT responsible for exams and Exams Officer upon successful completion of the task.

7.7 Rooming for access arrangement candidates will be arranged by the Exams officer in consultation with the SENCO.

7.8 Invigilation and support for access arrangement candidates will be organised by the SENCO and Exams Officer in communication with the SLT responsible for exams.

7.9 **Reasonable Adjustments**

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a **substantial disadvantage** in comparison to someone who is not disabled. A candidate with a disability or difficulty which has a **substantial and long term effect** on performance in examinations may qualify for access arrangements. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

7.10 **Evidence needed for Access Arrangements**

Various pieces of evidence are required to apply for an Exam Access Arrangement depending on the arrangement. These include

- Form 8 Report written by a suitably qualified and approved exam assessor. This will include the result of standardised tests needed to evidence need as well as supplementary evidence to paint a picture of need over a period of time.
- Examples of work and feedback from subject teachers.
- Evidence of need in class and in prior assessments
- Reports from outside agencies such as CAMHS, Occupational Therapists and Specialist Teacher Advisers or an Educational Health and Care Plan.

7.11 **Note on Private Educational Psychologist Reports and GP letters**

7.11.1 We can only accept private reports as part of wider school evidence. A student's 'normal way of working' in school is key. Access Arrangements will not be awarded purely on the basis of a private report or letter from a GP. Letters from medical professionals will trigger an investigation into the most appropriate support, but for a formal access arrangement, there should be evidence of long term therapy or input from a consultant.

7.11.2 Whilst requests as a result of a social, emotional or mental health issues will be considered on an individual basis, it should be noted that it is expected that all students will take their exams in the main hall, unless there is substantial evidence of a long term and / or significant issue supported by a letter from a consultant/CAMHS professional or assessment by Oaklands SENCO.

7.12 Use of Word Processing Facilities

Only students with a recognised disability and history of use in class and prior assessments will be permitted to use word processing for exams. Word processors will **not** have spellcheck enabled. Please refer to the Use of Word Processors in School Policy for additional guidance on this provision.

7.13 Deadlines for Access Arrangement Applications

7.13.1 **Year 11** – the deadline to submit evidence and request Access Arrangements for a student in year 11 is October half term. This allows the SENCO to assess and plan support prior to the year 11 mock examinations which are the last opportunity to trial any arrangement. The year 10 examinations should provide an opportunity to identify any difficulties a student may have. In exceptional circumstances, a request can be made immediately following the mock exams but subject teachers are expected to provide additional evidence to support this late application.

7.13.2 **Sixth Form** – the deadline is the end of the summer term of year 12. It is essential that a body of evidence has been collected by teachers in advance of this. Year 13 is too late to make requests for Access Arrangements as no history of need or provision is in place.

7.14 Further information can be found on the Joint Council for Qualifications (JCQ) website : www.jcq.org.uk

8.0 Coursework, Estimated and Forecast Grades

8.1 The Heads of Department will submit internally assessed coursework grades, estimated grades and forecast grades to the Exams Officer when requested by the SLT responsible for exams.

8.2 See separate Controlled Assessment Policy.

8.3 The Head of Department is responsible for ensuring Departmental Colleagues complete coursework, estimated and forecast grade forms accurately and punctually in the requested format – electronic or paper.

9.0 Managing Invigilators and Exam Days

9.1 Managing invigilators

9.1.1 External invigilators will be used for exam supervision.

9.1.2 They will be used for external exams.

9.1.3 The recruitment of invigilators is the responsibility of the Exams Officer.

9.1.4 Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the HR/Payroll Department.

9.1.5 DBS fees for securing such clearance are paid by the centre.

9.1.6 Invigilators are timetabled and briefed by the Exams Officer.

9.1.7 Invigilators' rates of pay are set by the centre administration.

9.2 Exam days

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

9.2.2 Caretaking staff are responsible for setting up the allocated rooms in liaison with the SLT responsible for exams and Exams Officer.

9.2.3 The SLT responsible for exams, Exams Officer and Lead Invigilator will start all exams in accordance with JCQ guidelines.

- 9.2.4 Subject staff may be present at the start of the exam to assist with identification of candidates, particulars of equipment needed and clarification of tiers of entry, but must not advise on which questions are to be attempted.
- 9.2.5 In practical exams subject teachers may be on hand in case of any technical difficulties and to advise on Health and Safety requirements where relevant.
- 9.2.6 Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed by the Exams Officer to Heads of Department/Subject Leaders at the end of the exam session.
- 9.3 In the event of an incident requiring the evacuation of an examination room, such as a fire alarm, the following will apply.
- i. Invigilators will record the time the alarm goes off
 - ii. Invigilators will instruct all candidates to stop writing
 - iii. Invigilators will inform the candidates that the exam is suspended
 - iv. Invigilators will instruct the candidates to stand and leave the exam room in silence. There must be no communication of any kind between candidates
 - v. A copy of the exam register or seating plan which shows which students are actually in attendance for the exam must be taken out of the exam room
 - vi. Invigilators will oversee the orderly evacuation in compliance with the printed and displayed instructions for actions in the event of an emergency evacuation
 - vii. Candidates will be escorted to the congregation point for evacuation (top playground in autumn and spring terms, athletics field in the summer term, but will not join their tutor groups line as normal, but instead line up as a separate group. Sixth Form students may be gathered on the Sunken Lawn. The exam register or marked seating plan which was brought from the exam room (point v. above) will then be used to check off the students in order to verify a full and safe evacuation has taken place
 - viii. If safe, upon re-entry to the exam room, candidates will recommence their exam with the time allowance picked up from the point of 'suspension'
 - ix. Upon completion of the exam, the SLT responsible for exams or Examinations officer will complete an application for special consideration as instructed by the JCQ guidance.
- 9.4 In the event of a critical incident in the School during an examination of exam season – refer to the critical incident plan for the School.

10.0 Candidates, Clash Candidates and Special Consideration

10.1 Candidates

- 10.1.1 The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- 10.1.2 Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- 10.1.3 Disruptive candidates are dealt with in accordance with JCQ guidelines.
- 10.1.4 Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.
- 10.1.5 The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.
- 10.1.6 In the case of candidates who arrive late, they will be considered very late if they arrive more than one hour after the published starting time (9.00am or 1.30pm) for an examination which lasts one hour or more. For exams that last less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the exam.

- 10.1.7 Where a candidate arrives very late for an examination the school will inform the relevant exam board via a JCQ form. The exam board will then decide whether or not to accept the script.
- 10.1.8 When deciding whether to accept any of the work done by a candidate who arrives very late, the awarding body will pay particular attention to how far it can be sure that the security of the examination has been maintained. The parent/carer should be advised to keep the candidate under supervision at all times until the candidate is handed over to a member of the centre staff and an appropriate statement to confirm the supervision arrangements should be signed by parent/carer and student.

10.2 **Clash candidates**

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

10.3 **Special consideration**

10.3.1 Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exam invigilator, to that effect.

10.3.2 Any special consideration claim must be supported by appropriate evidence within five days of the exam. This can include a letter from the candidate's doctor or a Self Certification form (JCQ/ME Form 14).

10.3.3 The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

11.0 **Coursework and appeals against internal assessments**

11.1 **Coursework**

11.1.1 Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

11.1.2 Heads of Department will ensure all coursework is ready for despatch at the correct time and the Exams Officer will keep a record of what has been sent when and to whom.

11.1.3 Marks for all internally assessed work are shared with the Exams Officer by the Heads of Department.

11.1.4 See separate Controlled Assessment Policy.

11.2 **Appeals against internal assessments**

11.2.1 Appeals will only be entertained if they apply to the process leading to an assessment.

11.2.2 There is no appeal against the mark or grade awarded

11.2.3 Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification

11.2.4 Appeals should be made in writing by 30 June to the SLT responsible for exams who will decide whether the process used conformed to the necessary requirements

11.2.5 The SLT responsible for exams' findings will be notified in writing, copied to the Exams Officer and recorded for awarding body inspection.

12.0 **Results, Enquiries about Results (EARs) and Access to Scripts (ATS)**

12.1 **Results**

Candidates will receive individual results slips on results days in person at the centre / by post to their home addresses (candidates to provide stamped addressed envelope if they want results sent to an address different from their home).

12.2 Arrangements for the school to be open on results days are made by the Senior Leadership Team.

12.3 The provision of staff on results days is the responsibility of the SLT responsible for exams.

12.4 **Enquiries About Results (EAR)**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

12.4.1 If a *student (or parent)* wishes to have a paper reviewed, the cost will vary depending on the exam board and will be detailed on the reverse of the review / recall form which is available from the Exams Officer, the school reserves the right to recover from the student or parent the administrative costs associated with a remark. Requests will only be processed once the signed form is returned along with the required payment.

12.4.2 If a student wishes to recall a copy of the paper for information or to decide whether to proceed with a review request, the cost will vary depending on the exam board and will be detailed on the reverse of the review / recall form which is available from the Exams Officer. Requests will only be processed once the signed form is returned along with the required payment.

12.4.3 A Department will only be permitted to have a paper reviewed if there are reasonable grounds to suspect the paper was graded incorrectly and the review will have an impact on departmental progress. The cost price of the review will be paid from the Department budget. Candidate consent **MUST** be obtained for any review of papers. If a Department wishes to recall papers to use for CPD, again, cost price will be charged from Department budgets.

12.4.4 In exceptional cases, where the improvement in results at GCSE would have a tangible impact upon the school's headline 'gold standard' results, (e.g. Progress 8, attainment 8 or Ebacc) then only after discussion with the subject line manager, curriculum Deputy and the Head, will the school pay for a review. *There needs to be a realistic chance of this change occurring and of it having an impact* for this to be funded from the main school budget, so should not be used a means to circumvent points 1 and 3 above.

(See section 6: Exam Fees)

12.5 **Access To Scripts (ATS)**

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

12.6 If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review at the centre's expense.

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

12.8 Any reviews cannot be applied for once an original script has been returned.

13.0 Certificates

- 13.1 Certificates are presented to candidates by Oaklands staff in person at Presentation Evening. Students who are unable to attend will be able to collect their certificates from the White House reception from the next working day. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing. Certificates may be withheld from candidates who owe fees. In the case of a candidate losing certificates, or requiring confirmation of grades before the issuing of certificate where the provisional grade sheet will not suffice, a transcript of results may be issued if a candidate agrees to pay the costs incurred. Exam Board regulations allow for certificates to be destroyed if not collected within one year of issue. The centre retains certificates securely for collection by past students.

14.0 Student Malpractice

- 14.1 The SLT responsible for exams will:
- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice arising from coursework or exams;
 - if the irregularity is discovered prior to the candidate signing the coursework declaration of authentication form, investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
 - if the irregularity is identified after the candidate has signed the coursework declaration authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
 - supervise all investigations resulting from an allegation of malpractice.
 - ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
 - respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

15.0 Teacher Malpractice

- 15.1 The school will carry out an investigation where it is evident that a teacher has helped a child with their coursework beyond the guidelines contained within each specification, or has intervened to assist a student under exam conditions.
- 15.2 Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.
- 15.3 In all cases of suspected malpractice, the SLT responsible for exams will follow the guidance and procedure set out in the two JCQ documents 'Plagiarism in Examinations' and 'Suspected Malpractice'.

16.0 Equality

- 16.1 Oaklands Catholic School have introduced an approach called Equality Impact Assessment (EIA). This is a systematic way of considering the effect that a policy (or proposed policy), service or strategy will have on different groups.
- 16.2 Policies and other documents that come to the Equalities and Diversity Committee have been Equality Impact Assessed and the committee will have made amendments accordingly.

Appendix A

CONTROLLED ASSESSMENT

A1.0 Responsibility

- A1.1 This policy is compliant with the Qualifications and Curriculum Development Agency (QCDA) publication *Managing GCSE Controlled Assessment. A centre-wide approach* (March 2010). It is the responsibility of the Governors to review the policy at regular intervals and monitor its implementation.
- A1.2 This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.
- A1.3 **Senior Leadership Team (SLT Responsible for Exams)**
- A1.3.1 Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- A1.3.2 Coordinate with Heads of Department to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).
- A1.3.3 Map overall resource management requirements for the year. As part of this resolve:
- clashes/ problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- A1.3.4 Ensure that all staff involved have a calendar of events.
- A1.3.5 Oaklands Catholic School strongly recommends that in the majority of subjects, unless otherwise stipulated by specific assessment requirements, controlled assessment takes place over an extended period of time in consecutive timetabled subject lessons in order to alleviate pressure on students and enable the smooth running of controlled assessment with minimal timetable disruption.
- A1.3.6 Create, publish and update an internal appeals policy for controlled assessments.
- A1.4 **Heads of Department**
- A1.4.1 Decide on the awarding body and specification for a particular GCSE.
- A1.4.2 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. Each Head of Department is responsible for researching and correctly implementing the assessment schedule for their chosen awarding body specification.
- A1.4.3 Supply to the Exams Officer details of all unit codes for controlled assessments.
- A1.4.4 Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- A1.4.5 Ensure that individual teachers understand and comply with their responsibilities with regard to controlled assessment.
- A1.4.6 Ensure that individual teachers understand and comply with the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- A1.4.7 Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- A1.4.8 There is a clear policy in the department handbook on the carrying out of controlled assessment and appropriate staff training takes place on an annual basis.
- A1.4.9 In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices.
- A1.4.10 Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians.

A1.4.11 A log is kept which contains:

- The date and time of each assessment together with its title;
- The name of the supervising teacher;
- A list of candidates who were present during the assessment;
- A list of any absent candidates;
- A log of any incidents which occurred during the assessment is kept for each controlled assessment.

A1.5 **Teaching Staff**

- A1.5.1 Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- A1.5.2 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.
- A1.5.3 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.
- A1.5.4 Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- A1.5.5 Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements. Requests for readers and scribes should be made at least three working days in advance.
- A1.5.6 Make provision for students entitled to additional time should they wish to use some or all of their entitlement.
- A1.5.7 Make adequate provision for students to use IT where this is the normal way of working, including access to power and printing facilities.
- A1.5.8 Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- A1.5.9 A cover sheet must be attached to any controlled assessment completed with the aid of a scribe and the work must be sent to the examiner in addition to the sample requested. The cover sheet must be signed by the scribe and countersigned by the Head of Centre or Examinations Officer.
- A1.5.10 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.
- A1.5.11 Retain candidates' work securely between assessment sessions (if more than one).
- A1.5.12 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.

A1.6 **Exams Office Staff**

- A1.6.1 Enter students for individual units or overall qualification codes, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries, as instructed by subject teaching staff and Heads of Department.
- A1.6.2 Where confidential materials are directly received by the exams office, to be responsible for receipt, logging receipt, safe storage and safe transmission, whether in CD or hard copy format.
- A1.6.3 Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.
- A1.6.4 On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

A1.7 Special Educational Needs Coordinator

A1.7.1 Ensure access arrangements have been applied for by nominated SEN colleague.

A1.7.2 Work with teaching staff to ensure requirements for support staff are met.

A2.0 Good Practice

A2.1 At the start of a formal session of controlled assessment candidates will be reminded to turn their phone off and disable alarms.

A2.2 Staff are encouraged to go through the JCQ Notice to Candidates (for controlled assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

A3.0 Student Malpractice

A3.1 The SLT responsible for exams will:

- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
- if the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
- if the irregularity is identified after the candidate has signed the declaration authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
- supervise all investigations resulting from an allegation of malpractice.
- ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
- respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

A4.0 Teacher Malpractice

A4.1 The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification.

A4.2 Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

A4.3 In all cases of suspected malpractice, the SLT responsible for exams will follow the guidance and procedure set out in the two JCQ documents 'Plagiarism in Examinations' and 'Suspected Malpractice'

A5.0 Monitoring and Evaluation

A5.1 This policy will be monitored on behalf of the Governing Body by the Governors' Teaching and Learning Committee on a biennial basis.

A5.2 The policy should be read in conjunction with the Exams Policy.

A6.0 Process of Controlled Assessment

A6.1 The process has 3 stages

1. Task Setting
2. Task Taking
3. Task Marking

A6.2 Task Setting:

Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

A6.1.2 Task Taking:

Three levels of control apply:

1. Low control – students can work unsupervised outside the classroom. This is normally the research stage
2. Medium control – students can work under informal supervision. This is normally the analysis stage
3. High Control: Students complete their task under direct supervision throughout. This is the write up stage.

A6.3 Task Marking

Task Marking has either a High or Medium Control level. High control means that the awarding body marks the tasks. Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework. In this case, staff must have time allocated from the Head of Department to standardise marking.

A7.0 Coursework & Controlled Assessment: Definitions

A7.1 Coursework/Controlled Assessment is defined as work assigned to and completed by a student during a course of study; it is evaluated as part of the student's final grade in the course.

A7.2 Coursework/Controlled Assessment will form an element of the assessment procedures in both the internal and the external assessment (through the public examination system) of students.

A7.3 Ensuring the validity of the marks produced from Coursework/Controlled Assessment is vital in maintaining the integrity and reputation of this school in the assessment of its students.

A7.4 Each subject department is responsible for:

- developing, maintaining and implementing its own internal assessment procedures within the parameters of the whole school policy for Assessment, Recording & Reporting and these will be evidenced in ongoing departmental practice;
- implementing the procedures for setting, scheduling, marking, standardising, moderating and administering external Coursework/Controlled Assessment as regulated by the examination boards

A8.0 Disciplinary Procedures for Academic Misconduct

A8.1 Academic misconduct is defined as any attempt by students to gain an unfair advantage in assessments. An allegation of academic misconduct may be made by a member of staff against a student.

A8.2 Academic misconduct may include though not be limited to:

A8.2.1 Plagiarism

Plagiarism is using others' ideas and words without clearly acknowledging the source of that information.

A8.2.2 Falsifying or fabricating data

Falsification or fabrication of data consists of the misrepresentation of the results of experimental work or the presentation of fictitious results.

A8.2.3 Collusion

Collusion involves two or more students working together, without the prior authorisation of the subject teacher, to produce the same piece of work, and then attempting to present this as entirely their own work.

A8.2.4 Copying

Copying is when one student copies work from another student, with or without the knowledge of the first student.

A8.2.5 Bribery or attempted bribery

Bribery is the paying, offering or attempted exchange of an inducement for information or material intended to advantage the recipient in an assessment.

A8.2.6 Impersonation

Impersonation involves one person undertaking an assessment on behalf of another.

This may involve the purchase of assessment material or downloading it from a website and then attempting to present this as entirely their own work.

A8.2.7 Any other wilful deception in any element of an assessment.

A8.3 A student who aids and abets a fellow student to commit academic misconduct shall be deemed to have committed academic misconduct and will be dealt with accordingly.

A8.4 When a case of suspected academic misconduct has been identified:

A8.4.1 The teacher involved will collect the evidence and bring the matter to the attention of the Head of the Department and the teacher.

A8.4.2 They will examine the evidence, interview the student, consult with other staff and students as appropriate and establish the nature and extent of the misconduct.

A8.4.3 If, as a result of this investigation, the Head of Year and teacher are satisfied that no academic misconduct has taken place, no further action will be taken against the student and the student and the subject teacher will be informed as soon as possible.

A8.4.4 Where the student admits to the academic misconduct, the Head of Department will re-interview the student in the presence of the SLT responsible for exams, make a written record of the interview and request the student to sign the notes as representing an accurate record of the meeting. The Head of Department will decide the appropriate penalty in accordance with the Behaviour Policy, taking account of the extent of the misconduct, whether wilful deception was involved and the extent to which the assessment would have contributed to the final award.

A8.4.5 The Head of Department will contact the Parent(s)/guardian(s) of the student to discuss their child's misconduct and the penalty.

A8.4.6 The penalty for academic misconduct will include a disciplinary sanction and will require the student to repeat the assessment under the supervision of the Head of Department within a specified timeframe. Failure to comply will result in a zero mark.

A9.0 Ownership of Coursework

A9.1 The ownership and copyright of coursework assignments are retained by the teacher and the school

A9.2 On completion, the coursework submitted by students becomes examination material and the school holds it securely until it has no further value as examination material.

- A9.3 Ownership of this original coursework is passed to the school on submission by the student
- A9.4 Any sample of coursework sent to an examination board becomes the property of the board and they may decide to use the material for training purposes
- A9.5 Students should retain a copy of their work, as the original work will not be returned
- A9.6 Where the coursework results in a product, either a physical product or a software package, the school assumes ownership of the product, as it will have been developed using materials and/or facilities provided by the school and with assistance and/or guidance provided by the teaching staff
- A9.7 The Head of Department will have the discretion to decide if the product/package should be returned but all associated documentation will remain the property of the school.

A10.0 Appeals Procedure

- A10.1 This school is committed to ensuring that whenever its teachers assess students' work; this is done fairly, consistently and in accordance with the specification for the qualification concerned. However, to meet the requirements of the examination boards an internal appeals procedure is available
- A10.2 An appeal may only be made against the process that produced the grade or mark to be submitted to the examination board and not against the mark or grade, i.e. where the student or their parents believe that the procedures for managing, marking, moderating and standardising coursework have not been carried out within the procedures set out above
- A10.3 Internal marking, moderation and standardisation of coursework will always be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity
- A10.4 When the coursework procedures have been carried out as described above, the student has met the submission dates and final deadline and received appropriate feedback then the final mark should not be a surprise
- A10.5 Students will NOT have access to the final mark after internal moderation and standardisation has occurred and the mark is ready to be sent to the examination board
- A10.6 The marks submitted to the Examination Boards are subject to further external moderation and standardisation procedures and the final mark is decided by the Chief Moderator for each subject area
- A10.7 Access to coursework results will only occur after the examination results are provided by the relevant Examination Boards

A11.0 The Internal Appeals Procedure

- A11.1 If a student believes that their work has not been treated in accordance with the procedures outlined above they may make use of the Internal Appeals Procedure.
- A11.2 Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in that examinations series

- A11.3 Appeals should be made in writing to the SLT responsible for exams, who will investigate the appeal. If, for any reason, the SLT responsible for exams is not able to conduct the investigation they may appoint the Exams Officer.
- A11.4 The SLT responsible for exams will decide whether the process used for the internal assessment conformed to the internal regulations, the requirements of the awarding body and the examinations code of practice of the QCA. This will be done before the end of the current examination series
- A11.5 If the appeal results in a change in the mark awarded to the student or their fellow students then the relevant examination board will be informed of the change and the reasons for it
- A11.6 The appellant will be informed in writing of the outcome of the appeal, including any correspondence with the examination board, any changes made to the assessment of the student's work, and any changes made to improve matters in future
- A11.7 After a student's work has been assessed and moderated internally it is moderated by the examinations board to ensure consistency between centres. Such moderation can change the marks awarded for internally assessed work, this is outside the control of the school and is not covered by the Internal Appeals Procedure
- A11.8 If a student has concerns about external moderation, they should ask the Exams Officer for a copy of the appeals procedure of the relevant examinations board

A12.0 Risk Management Process

Risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	SLT(EXAMS)/CC and HoDs
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	SLT(EXAMS)/CC with HoDs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom, larger rooms or multiple sittings where necessary Re-arrange classrooms to facilitate controlled assessment sessions.	HoDs, SLT(EXAMS)/ CC, caretaking staff
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoDs, SLT(EXAMS)/CC, ICT Department

Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases. Arrange contact and assistance from IT technicians	Book IT equipment well ahead and download tasks before scheduled date of assessment. Contact IT technicians if assistance needed.	HoDs, IT technicians
Teaching staff unable to access task details when conducting on-line assessments.	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	HoDs and subject staff
Validity of assessment	Check task validity date	Make sure task is still valid for the year of entry of the unit	HODs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	HoDs
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates within reason.	When accounting for access to resources, facilities and supervision, as well as the need for the candidate to complete all parts of the specification.	HoDs

Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B. retakes of controlled assessment are limited and check validity dates	SLT(EXAMS)/ CC (exams) HoDs (assessment)
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoDs and relevant teachers
Supervision			
Student study diary/plan not provided or completed. (Not all controlled assessment will require the completion of a study diary or study plans)	Ensure appropriate teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HoDs, teachers
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision		SLT(EXAMS), HoDs, teachers

Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification.		HoDs, teachers
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification. (All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.)	Seek guidance from the awarding body	HoDs
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoDs
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand the importance of task security	Request/obtain different assessment tasks	HoDs
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage Inform SLT (EXAMS)/CC of secure storage facilities.	HoDs
Insufficient or insecure storage space	Look at provision for suitable secure storage early in the course	Find alternative spaces	HoDs, SLT(EXAMS)/CC

Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HoDs and teachers
Deadlines for marking and/or paperwork not met by teaching staff.	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of Awarding Body deadlines	Seek guidance from awarding body	HoDs
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HoDs and teachers
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoDs and teachers
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs