



EXAMS POLICY

January 2018
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The purpose of this exams policy is:

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

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

The exams policy will be reviewed every year.

The exams policy will be reviewed by the member of Leadership with responsibility for exams.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam Responsibilities

Headteacher:

- has overall responsibility for the school as an exams centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice (refer to the JCQ document *Suspected malpractice in examinations and assessments*).
- will be required to confirm, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update

Member of Leadership Responsible for Exams:

- is responsible for line managing exams.
- oversees the exams process, consulting with all stakeholders.
- works in consultation with the Headteacher and Exams Officer to ensure administration of exams follows JCQ regulations.

Senior Leadership Teams:

- **Must read JCQ General Regulations**

Exams Officer:

- manages the administration of exams.
- advises the Leadership Team, subject and class tutors, and other relevant support staff, on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff 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 exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs.
- line manages the team of exams invigilators responsible for the conduct of exams.
- ensures candidates' coursework / controlled assessment marks and any other material required by the appropriate awarding bodies are submitted correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with Leadership, any post results service requests.

Middle Leaders are responsible for:

- accurate completion of exam entry documentation and all other mark sheets and adherence to deadlines as set by the Exams Officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.

Heads of House are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Informing Leadership of exam entries for pupils that are dual registered.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the Director of Learning or Exams Officer.

The **Special Educational Needs and Disability Coordinator (SENDCO)** is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the Exams Officer in good time so that they are able to put in place exam day arrangements
- process any necessary applications in order to gain approval, if required.
- working with the Exams Officer to provide the access arrangements required by candidates in exams rooms.

Invigilators are responsible for:

- assisting the Exams Officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exams office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- confirmation and signing of entries.
- understanding coursework or controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- ensuring they conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the Headteacher.

The types of qualifications offered are:

Level 2

BTEC First NQF (National Qualifications Framework)

GCSE

Level 3

BTEC Nationals **NQF and RQF**

AS Level

A Level

If there is to be a change of specification for the next year, the exams office must be informed by 1st July.

Informing the exams office of changes to a specification is the responsibility of the Director of

Learning.

Decisions on whether a candidate should be entered for a particular subject will be taken by the Director of Learning in consultation with Leadership.

Exam Series

Internal exams and assessments are scheduled in the staff almanac.

External exams and assessments are scheduled according to Exam Boards in the June Series.

Internal mock exams are held under external exam conditions.

The Leadership Team decides which exam series are used in the centre.

The centre does offer some BTEC assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Director of Learning and Leadership.

Exam timetables

Once confirmed, the Exams Officer will circulate the exam timetables for external exams by a reasonable date decided by Leadership before each series begins. These will be signed and agreed by the candidate and a copy returned to the Exams Officer to keep on file.

Entries, entry details and late entries

Candidates or parents/carers can request a subject entry in writing to the member of Leadership responsible for exams. The decision to agree to or disagree with the request will be made by the Headteacher and communicated to parents via letter within 4 weeks of the original letter.

Candidates or parents/carers cannot request a change of level or withdrawal.

Private candidates are only entered on the recommendation of the EVOLVE Teaching School Alliance and will be for Level 2 Maths and English Language qualifications only. They will be the responsibility of the Exams Officer.

The centre does not act as an exams centre for other organisations.

Entry deadlines are circulated to Directors of Faculty via email and internal pigeon hole

Middle Leaders will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require authorisation, via email, of the member of Leadership responsible for exams.

GCSE and AS level re-sits are allowed at the discretion of the Headteacher.

A level re-sits are not permitted.

Re-sit decisions will be made by the Headteacher.

Exam fees

Candidates or faculties will not be charged for changes of tier. Withdrawals made by the proper procedures or alterations arising from administrative processes provided that these are made within the time allowed by the awarding bodies.

The Exams Officer will publish the deadline for actions well in advance for each exams series.

GCSE, AS level and A level entry exam fees are paid by the centre for the candidates first entry. Re-sit entry fees are paid by the candidate if agreed by the Headteacher.

BTEC and any other vocational qualification registration and entry fees are paid for by the centre.

Late entry or amendment fees are paid by the centre if it is due to a decision made by Leadership. These fees are payable by the faculty if it is due to administrative timelines not being adhered to.

Fee reimbursements are sought from candidates:

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the member of Leadership responsible for exams.

Access arrangements

The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement, and ensuring there is appropriate evidence for a candidate's access arrangement, is the responsibility of the SENDCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams officer in liaison with the SENDCO.

Rooming and invigilation for access arrangement candidates will be arranged by the Exams Officer **in liaison with the SENDCO**.

Support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENDCO. Please read the SEN policy.

Please see Laptop Statement in Appendix D.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer and the member of Leadership responsible for exams (see **Appendix A**).

Contingency plans will be provided via email, staff briefing, internal pigeon holes, staff shared area and, if appropriate, the school website and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Estimated grades

Directors of Learning are responsible for submitting estimated grades to the Exams Officer when requested.

Managing invigilators

Invigilators will be employed by the school as casual employees. These invigilators will be used for internal mock exams and external exams.

Recruitment of invigilators is the responsibility of the member of Leadership responsible for exams.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resources Manager.

Invigilators' rates of pay are set by the Headteacher.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer and the member of Leadership responsible for exams.

Malpractice

The Headteacher, in consultation with the member of Leadership responsible for exams, is responsible for investigating suspected malpractice. **JCQ Suspected Malpractice in Examinations and Assessments 1 September 2017 to 31 August 2018 will be followed.**

Exam days

The Exams Officer will book all exam rooms and make the question papers and other exam stationery and materials available for the invigilator.

Site management staff are responsible for setting up the allocated rooms and will be advised of requirements in advance.

A member of Leadership or the Exams Officer will start and finish all exams in accordance with JCQ guidelines.

Subject staff may not be present at the start of the exam or for the duration of the exam. House PAs or the Sixth Form PA may be present to assist with identification of candidates. Any staff present must accord to the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

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 to Directors in accordance with JCQ's recommendations after all candidates have taken the examination.

After an exam, the Exams Officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the member of Leadership responsible for exams.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates will be dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the member of Leadership responsible for exams.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer and member of Leadership responsible for exams are responsible for handling late or absent candidates on exam day.

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and all administration in the event of a clash in accordance to JCQ guidelines.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer a bereavement or other trauma, be ill during an exam or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer or member of Leadership responsible for exams to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 days of the exam.

The Exams Officer will make a special consideration application to the relevant awarding body

Internal assessment

It is the duty of Directors to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the Director of Learning or Head of Department. The Exams Officer will inform staff of the date by which appeals against internal assessments must be made. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document (see **Appendix B**). Please refer to the Controlled assessment and non-examination assessment policy.

Results

Candidates will receive individual results slips on results days in person at the centre or by post to their home address, if candidates provide a **stamped** self-addressed envelope.

Results can be collected on behalf of a candidate by third parties, provided the third party have written authority from the candidate to do so. The third party must bring suitable identification with them that confirms their identity.

The results slip will be in the form of a centre produced document.

Arrangements for the centre to be open on results days are made by the member of Leadership responsible for exams, the Exams Officer and the Site Manager.

The provision of the necessary staff on results days is the responsibility of the member of Leadership responsible for exams.

Enquiries about Results (EARs)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work **will require the consent of all candidates**.

The cost of EARs may be paid by the centre or the candidate dependant upon the circumstances. All decisions about whether to make an application for an EAR will be made by the Headteacher. The guidance offered to candidates about requesting an appeal is published on the website and is provided in envelopes on results day with the Post Results Services form.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in the centre's Internal Appeals Procedure (IAP) document (see **Appendix B**).

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may request the return of written exam papers before the exam board deadline using the Post Results Services form (for an example see **Appendix C**). This should be paid for by the candidates directly to the appropriate school and administered by the Exams Officer after the final date for EAR. An EAR cannot be applied for once an original script has been returned.

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

Processing of requests for ATS will be the responsibility of the Exams Officer.

Certificates

Candidates will receive a letter sent to the most recent address on the school data system with dates to collect their certificates, this letter will also be available on the school website. These should be collected and signed for in person at the centre.

Certificates will not be posted but certificates can be collected on behalf of a candidate by third parties, provided the third party has written authority from the candidate to do so. The third party should bring suitable identification with them that confirms their identity.

Certificates will be held at the Matrix School for a total of 12 months from 1st December 2017 to 1st December 2018. Any certificates not collected by 1st December 2018 will be returned to the relevant exam board.

The centre will retain no certificates after that period of time.

A new certificate will not be issued by an awarding organisation. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Matrix Academy Trust School Contingency Plan

The Matrix Academy Trust Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The contingencies applied will be selected based on the context of the disruption. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- Delivering assessments to published timetables
- Delivering results to published timetables
- Complying with regulatory requirements in relation to assessment, marking and standards.

If the usual contingencies are no longer sufficient to maintain these outcomes, an identified Crisis Management Team consisting of representatives of all organisations involved will be convened by Ofqual to agree the additional actions required.

The national examination timetable applies to GCSEs, AS levels, A-levels and BTEC Firsts.

Communications

In the event of major disruption, communication is a key factor in ensuring an effective and consistent response across the agencies involved. Each Matrix Academy Trust school would follow the Joint Contingency Plan (Ofqual 2016). This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public. Details of whether specific contingencies have been agreed across organisations will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

www.ofqual.gov.uk

The organisations involved in the Joint Contingency Plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

The Joint Contingency Plan is subject to regular reviews and amendments by the involved parties so it continually represents the latest experiences and expertise to ensure appropriate responses to disruption to the exams, qualifications and testing system.

1. Disruption of teaching time – if a Matrix Academy Trust school is closed for an extended period

Criteria for implementation of the plan

- The school is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning.

Recommended actions:

Where there is disruption to teaching time and pupils miss teaching and learning, it remains the responsibility of centres to prepare pupils, as usual, for examinations.

The school will follow DFE guidance on emergency planning, with advice on severe weather.

2. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to a Matrix Academy Trust school in advance of examinations.

Recommended actions:

- Awarding organisations to provide us with electronic access to examination papers via a secure external network.
- Awarding organisations to source alternative couriers for delivery of hardcopies.

3. Candidates unable to take examinations because of a crisis - centres remain open

Criteria for implementation of the plan

- Candidates are unable to attend examination centres to take examinations as normal.

Recommended actions:

- The school will liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations.
- The school will offer candidates an opportunity to sit any examinations missed at the next available series.
- The school will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control. If a candidate chooses not to sit an examination for other reasons they should be aware that special consideration rules will not apply.

JCQ guidance on special consideration can be accessed through the JCQ website:

4. School unable to open as normal during the examination period

Criteria for implementation of the plan

- The school is unable to open as normal for scheduled examinations.

Recommended actions:

If a Matrix Academy Trust school is unable to open as normal for examinations the Exams Officer will inform each awarding organisation with which examinations are due to be taken as soon as is possible.

As part of their general planning for emergencies, centres should cover the impact on examinations.

The responsibility for deciding whether it is safe for a centre to open lies with the Headteacher.

The Headteacher is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.

Recommended actions:

- We will open for examinations and examination candidates only, if possible.
- We will use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)
- We may offer candidates an opportunity to sit any examinations missed at the next available series
- We will apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3 above).

5. Disruption to the transportation of completed examination papers

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts.

Recommended actions:

- In the first instance we will seek advice from awarding organisations and normal collection agency regarding collection.
- We will not make arrangements for transportation without approval from awarding organisations.
- We will ensure secure storage of completed examination papers until collection.

6. Assessment evidence is not available to be marked

Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

Recommended actions:

- Awarding organisations to generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations.
- Candidates to retake affected assessment at subsequent assessment window if possible.

7. We are unable to distribute results as normal

Criteria for implementation of plan

- We are unable to access or manage the distribution of results to candidates, or to facilitate post results services.

Recommended actions:

- We will contact awarding organisations about alternative options:
- We will make arrangements to access results at an alternative site if possible.
- We will make arrangements to coordinate access to post results services from an alternative site.
- We will share facilities with other centres if this is possible.

Internal Appeals Procedure IAP

GCSE Controlled Assessment (legacy) / AS level Coursework (legacy) / Non Examined Assessment (NEA) / BTEC Coursework

Matrix Academy Trust schools are committed to ensuring that whenever its staff mark candidates' controlled assessment/coursework 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. Matrix Academy Trust schools are 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.

If a candidate believes that this may not have happened in relation to their work, they may make use of this appeals procedure.

Please note an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

1. Appeals should be made as early as possible and no later than two weeks before the last timetabled examination in the series (e.g. the last GCSE written paper in the June GCSE examination series).
2. Appeals must be made in writing by the candidate's parent/carer to the Examinations Officer.
3. The Headteacher will appoint a senior member of staff, i.e. a Deputy Headteacher to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
4. The purpose of the appeal will be to decide whether the process used for internal assessment conformed to the awarding body's specification and subject-specific associated documents.
5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.
6. The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.
7. **For BTEC coursework, if the pupil is not happy with the Internal Appeals outcome they have the right to appeal directly to the Examination Board.**

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of the Matrix Academy Trust school and is not covered by this procedure.

IMPORTANT DATES

Request	Available to	Deadline Date
<u>Urgent Priority 2 Service*</u> Enquiry About Result	Year 12 Year 13	
Photocopy of Script	Year 12 Year 13	
Enquiry About Result (Re-mark or Clerical Check)	Year 12 Year 13	
Original Script NB: an enquiry cannot be made once the original script is requested	Year 12 Year 13	

* Priority Service 2 is offered to candidate's whose place in further/higher education depends upon the outcome.

To request the **URGENT PRIORITY 2 SERVICE OR PHOTOCOPY OF SCRIPT** please complete this form and notify the Exams Office between the hours of 8:30 am – 12:30 pm on Thursday 20th August your payment must be made to the Finance Office before the deadline.

Barr Beacon School will always support enquires about results when payment is made by the candidate.

Post Results Services Form AS level/A level

Candidate Name Candidate No.

Service	Exam Board	Cost	Paper(s)	Fee
Priority 2 Re-mark	Edexcel	£41.20		
Priority 2 Re-mark	AOA	£46.20		
Priority 2 Re-mark	OCR	£52.50		
Priority 2 Re-mark	WJEC	£42.00		
If you require a copy of the script after the priority re-mark this must be requested below at an extra cost				
Clerical Check	Edexcel	£10.30		
Clerical Check	AOA	£14.80		
Clerical Check	OCR	£15.20		
Clerical Check	WJEC	£10.00		
If you require a copy of the script after the clerical check this must be requested below at an extra cost				
Re-mark	Edexcel	£36.00		
Re-mark	AOA	£38.85		
Re-mark	OCR	£42.50		
Re-mark	WJEC	£35.00		
If you require a copy of the script after the re-mark this must be requested below at an extra cost				
Photocopy of Script	Edexcel	£10.30		
Photocopy of Script	AOA	£12.85		
Photocopy of Script	OCR	£10.60		
Photocopy of Script	WJEC	£12.00		
Original Script	Edexcel	£7.75		
Original Script	AOA	£10.10		
Original Script	OCR	£10.20		
Original Script	WJEC	£12.00		
			Total Fee	£

* only available to GCSE students when requesting a clerical check or re-mark.

In giving my consent to a re-mark or clerical check, I understand that the final subject grade awarded to me may be lower than, higher than, or the same as the grade which was originally awarded for this subject.

Candidate Signature Date

IMPORTANT DATES

Request	Available to	Deadline Date
Enquiry About Result (EAR) (Re-mark or Clerical Check)	Year 11	
Original Script NB: an enquiry <u>cannot</u> be made once the original script is requested	Year 11	

Barr Beacon School will always support enquiries about results when payment is made by the candidate.

Post Results Services Form GCSE

Candidate Name Candidate No.

Service	Exam	GCSE	Paper(s)	Fee
Clerical Check	Edexcel	£7.40		
Clerical Check	AQA	£15.20		
Clerical Check	OCR	£10.00		
Clerical Check	WJEC	£10.00		
If you require a copy of the script after the clerical check this must be requested below at an extra cost				
Re-mark	Edexcel	£33.60		
Re-mark	AQA	£42.50		
Re-mark	OCR	£35.00		
Re-mark	WJEC	£35.00		
If you require a copy of the script after the re-mark this must be requested below at an extra cost				
Original Script	Edexcel	£12.85*		
Original Script	AQA	n/a		
Original Script	OCR	£12.00		
Original Script	WJEC	£12.00		

* only available to GCSE students when requesting a clerical check or re-mark.

In giving my consent to a re-mark or clerical check, I understand that the final subject grade awarded to me may be lower than, higher than, or the same as the grade which was originally awarded for this subject.

Candidate Signature Date

Word processor use in Assessments and Examinations at Barr Beacon School 2017-18

Barr Beacon School fully support the use of word processors in assessments and examinations in line with JCQ regulations and recommendations.

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to a candidate where it is their normal way of working within the centre and is appropriate to their needs.

For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

(This also extends to the use of electronic brailers and tablets.)

5.8.2 The use of word processors in controlled assessment or coursework components will be considered standard practice unless prohibited by the specification.

5.8.3 It is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

N.B. Examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen.

The use of a word processor must reflect the candidate's normal way of working within the centre and be appropriate to the candidate's needs.

Barr Beacon School Word Processor Statement 2017-18

Use of a word processor in examinations is a centre-delegated arrangement. This statement about the use of word processors has been prepared to be shared with stakeholders. Principally, a word processor cannot simply be granted to a candidate because he/she now **wants to** type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

It is not a reasonable adjustment for a candidate to request use of a word processor because they can type faster than they can handwrite. The use of a word processor will be as a result of a **well-established SEN need or due to illegible handwriting which has been identified and interventions have been put in place and evidenced over time as being ineffective.**

Students and their parents are at liberty to request permission to use their own word processor or laptop in school at their own risk. This request will be considered by the Headteacher and will be granted if it is agreed it will benefit the student. A school word processor agreement must be signed before this arrangement can begin and the device has to be PAT tested before it can be used in school. Personal devices brought into school are the responsibility of the student at all times and the school cannot be held liable for any loss or damage. **Permission to use a laptop or device in class should not be taken to imply permission to allow this arrangement in assessments or exams.** These decisions are taken at the start of the GCSE and A Level courses following testing and consultation with staff.

Permission to use a word processor in an exam may well be granted for a candidate with:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- a medical condition;
- a physical disability;
- a sensory impairment;
- planning and organisational problems when writing by hand;
- poor handwriting.

This list is not exhaustive. Each case will be considered on its merits and a decision will be made by the SENDCO in consultation with the Headteacher.

Examples - Word processor

- A candidate who cannot write legibly because she has dyslexia asks to use a word processor in her examinations. It is her normal means of producing written work within the centre because her teachers cannot read her writing. She is very proficient in using a word processor. The SENDCO allows her to use a word processor in her examinations.
- A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor. This is granted by the SENDCO because it reflects his normal way of working within the centre and is appropriate to his needs. (see point above about use being based on well-established SEN need over time)
- A candidate wishes to use a word processor since this is her normal way of working within the centre. However, the candidate additionally wishes to use the spelling and grammar check facility. Given that she does not meet the criteria for a scribe, the candidate cannot use the spelling and grammar check facility. The SENDCO allows her to use a word processor in line with the regulations as set out in the JCQ 'ICE' booklet.
- A candidate taking an ICT paper wishes to use a word processor with the spelling and grammar check facility enabled. However, the paper is testing his ability to proof-read a document. The SENDCO refuses the use of the spelling and grammar check facility. He uses the word processor with the spelling and grammar check disabled (switched off).
- A candidate who has Dyslexia has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by the SENDCO. The use of a word processor is appropriate to his needs since it allows him to correct text, sequence his answers and reflects his normal way of working within the centre.
- A blind candidate asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed. These arrangements are permitted when using a word processor in his examinations. However, if the candidate also wants to use predictive text and/or the spelling and grammar check facility the centre must apply for the use of a scribe.

Examples - Word processor and 25% extra time

- A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her normal way of working within the centre and when typing she can produce her written work effectively, and at a speed equivalent to an average handwriting rate. She has no further learning difficulties and so she is awarded the use of a word processor as it removes the barrier presented by her slow handwriting, and only given 25% extra time when she writes by hand such as in GCSE Mathematics examinations.
- A candidate with dyslexia has a below average speed of handwriting and below average scores in areas of cognitive processing and reading speed. As using a word processor is his normal way of working within the centre he has been able to improve his typing speed to match the equivalent average handwriting rate. However, he has persistent and significant difficulties in interpreting questions and formulating his typed answers. He is given 25% extra

What can I do if I suspect my results are incorrect?

Inform the exams officer that you want them to consider submitting an enquiry about results (EAR) to the awarding organisation that set your exam by completing the Post Results Services form that was in the envelope with your results. Only the school can submit an EAR request and it must be submitted by the deadline that is stated on the Post Results Services form.

One of the following three EAR services should be requested.

A **Service 1 EAR** is a clerical check to make sure that each question has been marked and all of the marks totalled correctly.

A **Service 2 EAR** (including priority Service 2) is a review of the original marking by a senior examiner and includes a clerical check.

A **Service 3 EAR** is a review of the original moderation of internal assessment (usually controlled assessment or coursework) to make sure that any adjustments made by the moderator were fair and appropriate.

Is your university place at risk?

If your place at university depends on the outcome of an A level review of marking, please inform the school immediately and we will submit a **Priority Service 2** enquiry before the deadline stated on the Post Results Services form after you have completed and signed the form.

Important Note

Make sure that you do not forget to sign the Post Results Services form as this is your consent to send it to the awarding organisation along with your EAR request and that **you understand your mark can go up or down, and that this could impact on your final grade**

What can I do if my school and I are not satisfied with the outcome of the EAR?

Write to the exams officer and the Headteacher and ask them to consider submitting an appeal against the EAR outcome. This must be submitted to the awarding organisation within **14 calendar days** of the school receiving the outcome of the EAR. The appeals process has two stages.

Stage one of the appeals process is a preliminary stage and a review of the case by a member of the awarding organisation staff who has no previous involvement with the case.

Should a **stage two** appeal be necessary this will be heard by an appeal panel that will include at least one independent member. A stage two appeal must be submitted with **14 calendar days** of notification to the school of the outcome of stage one.

If you are still dissatisfied is there anything else You can do?

If you are still dissatisfied after the awarding organisation appeals process has been completed, it might be possible for the school to present a case to the Examinations Procedures Review Service. They must receive any application to the appeal within **three weeks** of the draft report, detailing the outcome of the stage two appeal. This will be done at the discretion of the Headteacher.

