



Public Examination, Invigilation and Assessment Policy

(Updated May 2018)

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1. Introduction

This policy covers all areas of internal assessment, controlled assessment, non-examination assessments, and public examinations. It makes the School and Joint Council Qualifications (JCQ) expectations clear for all Pupils and staff. It also outlines the processes that need to be followed for examination entries, controlled assessment, and non-examination assessments.'

Pupils have the right to regular assessment on the courses that they are studying. Such assessments should be in line with the assessment criteria for the programmes of study which they are following. Pupils have the right to receive feedback on these assessments so that their learning in a particular strand can develop.

This policy also provides additional guidance and support for the good conduct and security of Key Stage 4 public examinations at Lawn Manor Academy. It exists in addition to official guidance provided by the Joint Council Qualifications (JCQ) and individual examination board regulations and guidance. This policy also applies to controlled assessment, non-examination assessments and any KS3 public examinations taken (e.g. CATs).

1.1 Advice and Guidance

Advice and guidance in relation to this policy and external regulations are available from the Head of Centre (Headteacher), (Assistant Headteacher Achievement) and the School's Examinations Officer. Staff are directed to confine their guidance to these three members of staff.

2. Actions to be taken:

- Pupils to have a minimum of one assessment in a subject at least every two terms linked to the programmes of study.
- Pupils who are undertaking examination subjects to sit a full practice paper at least once within a given time scale and not spread throughout the year.
- LLT to inform the DART team of the assessment criteria/grades for the programme of study.
- Assessments to be promptly marked and feedback given to Pupils.
- Teachers to record the outcomes of these assessments on the SIMS net system and if required within their own mark books.
- Faculty directors to ensure assessment/data collection deadlines are adhered to and Pupils who have been absent on assessment days sit the assessment at the earliest opportunity.
- Faculty directors responsible for moderation/training within faculty to ensure consistency.
- Faculty directors to sample assessments.
- DART team to provide summative feedback for LLT/HOY/SLT.
- Faculties to review Pupil placement on assessment outcomes.
- Faculties to offer appropriate interventions for Pupils as a result of the assessment outcomes.

2.1 Desired Outcome:

Assessment at Lawn Manor is a continual meaningful process and not a bespoke event within the calendar. Assessments are taken and reviewed and feedback given and then time for any interventions to take place before the next assessment is taken. This process should be cyclic throughout a Pupil's time at Lawn Manor Academy.

3. Process for Examination Entries

The process for a public examination is as follows:

- a) The Director of Faculty must inform the School's Examinations Officer by 4pm on the last day of September of all examinations for which they have responsibility. This includes those examinations which are being taken at Lawn Manor Academy (Centre No. 66511) and also Pupils entered for subjects which are being taken externally. Examples include Pupils educated elsewhere and who are taking examinations through local Colleges and Stratton Pupil Referral Unit.

- b) The School's Examinations Officer issues a standard form (Form EX1) for subject teachers to indicate which Pupils they are teaching are to be entered for a subject examination.
- c) Form EX1 must be countersigned by the Subject Leader and Director of Faculty.
- d) It is the responsibility of the Director of Faculty to ensure that Subject Leaders and Teaching Assistants working within his/her faculty are familiar with this policy and the guidance it contains including all deadlines and their role in this process.
- e) The Director of Faculty is responsible for submitting, by hand, completed Form EX1 to the School's Examinations Officer.
- f) It remains the responsibility of the Director of Faculty of each subject to ensure that all EX1 forms have been completed and returned within the time limits of this policy to the School's Examination Officer.
- g) The School's Examinations Officer signs Form EX1 to acknowledge receipt and returns a signed copy to the Director of Faculty.
- h) The above process for Form EX1 must be completed by the 15th January of each academic year for examination in May/June.
- i) The School's SENCO is responsible for informing the Academy's Examination Officer of the details of all Pupils who require additional support and the nature of that support. This must be completed no later than 4pm on the 15th January of each academic year for examination in May/June.

3.1 Changes to Entry

- If it is necessary to make alterations to Form EX1 because of exclusion, illness, Pupil transfer, in-year admissions etc., the above process for examination entries must be completed in full on an Amendment to Form EX1 form. This should be completed by the subject leader and faculty leader.
- The final date for alterations / additions in each academic year is the 1st April of the year of the examination for examination in May/June. No amendments to any aspect of Pupil entry for public examinations can be made after 4pm on this date.

4. Revision Clubs

- Revisions clubs to assist Pupils in the preparation of examinations are strongly encouraged by the school and seen as good practice.
- Revisions clubs or additional support to individuals and groups can be held on the day of the examination itself.
- Teachers are forbidden to communicate with Pupils in respect of any aspect of the examination paper prior to, during or after the examination.

5. Preparation of Pupils prior to entry into examination venue

- The School's Examination Officer remains responsible for the preparation of examination venues.
- The Head of Centre (Headteacher) has overall responsibility for the conduct of Pupils prior to and on entry to the examination venue, on the day of the exam.
- Candidates must arrive for the public examination 15 minutes before the scheduled start time of the examination.
- The Assistant Headteacher (Achievement) holds the responsibility for the management and conduct of Pupils prior to entry into the examination venue.
- Members of staff, including teachers, will be required to manage the conduct and behaviour of Pupils outside of examination venues prior to entry.
- Staff are required to be present at least 20 minutes before the start time of the examination.
- Pupils will be lined up in candidate order and the Director of Faculty and Head of Year 11 will ensure that Pupils are silent five minutes before entry into the examination venue.
- The School's Examination Officer will inform the Assistant Headteacher (Achievement) that the examination venue is ready to receive the Pupils.

- At this point, 5 minutes before the examination, Pupils must only be carrying the essential equipment required for the examination e.g. calculators, pens and pencils. All other materials must be placed securely and out of sight in Pupil bags at the back of the exam venue.
- The Assistant Headteacher (Achievement) issues the following instructions:
 - To place all non-essential equipment into their bags.
 - To turn off their mobile phone or other electronic equipment (iPod, MP3 player etc.) and place in their bag.
 - To stand in absolute silence.

5.1 Candidate Late Arrival

- Should a candidate arrive late to an exam then providing they are within one hour of the start time they will be permitted to enter once they have been briefed with the instructions detailed in Section 5.
- Should a candidate arrive later than one hour after the start of the exam the Exams Officer will make a decision on entry, and if permitted the Exams Officer will file a report to the Exam Board.
- Where possible, the Academy will endeavour to contact candidates who are late through phoning them, and if necessary in exceptional circumstances, collecting them in the minibus (one driver and one accompanying member of staff).

5.2 Candidate Absence

- Should a candidate be absent for an exam then the following will apply:
- In the event they are absent due to illness they will require medical evidence in the form of a Medical note signed by a Health Professional if they are to be considered for Special Consideration.
- Where there are extenuating circumstances to an absence i.e. bereavement then where appropriate the School will apply for Special Consideration.

5.3 Conduct during Examinations

- Only the Head of Centre, the School's Examination Officer or invigilators with the delegated responsibility from the Examination Officer can open the examination papers.
- No teacher employed by the School has permission to open these examination packages.
- No teacher will have access to the examination paper until the following examination session.

5.4 Invigilation

- All public examinations will be invigilated by non-teaching staff. No teacher will be required to invigilate any part of any public examination.
- Non-teaching staff (such as contract Invigilators, Teaching Assistants, MDSAs, Learning Mentors etc.), will form a body of personnel available for invigilation.
- A Subject Leader will be available close to the main exam venue during the examination in case there is a technical question regarding the examination paper that the Head of Centre or Examination Officer needs to check with them.
- Only the Headteacher, Senior Leadership Team or the Head of Year shall be allowed into a public examination. This is for the purpose of organisation and to ensure the good conduct of Pupils. These staff members are not there to invigilate.
- Members of the Senior Leadership Team and Head of Year may not be allowed into the examination hall for the purpose of discipline if the examination is the subject which the staff member currently teaches.
- Invigilators may not be placed in a situation whereby they are on their own in a one to one situation with a Pupil.

- For ECDL Examinations: Where the Awarding Body requires it the Centre will observe all new Invigilators on their first invigilation of an assessment related to the qualification and annually thereafter. These observations shall be recorded using the Awarding Body supplied form and completed forms then retained for audit purposes.

5.5 Practical Examinations

- For practical examinations i.e. dance/drama/art/music a subject teacher will need to be present but a recognised contract invigilator must always also be present.
- For Modern Foreign Languages a subject teacher will be present for the oral exam.
- The Director of Faculty is responsible for letting the Academy's Examination Officer know when these practical exams are going to take place by 15th January to enable the Examination Officer to put these dates into the examination timetable.

5.6 Emergencies

The invigilator **must** take the following action in an emergency such as a fire alarm or a bomb alert.

- Stop the candidates from writing.
- Collect the attendance register and evacuate the examination room in line with the evacuation procedures booklet.
- Advise candidates to leave all question papers and scripts in the examination room. Candidates should leave the room in silence.
- Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination. Make a note of the time of the interruption and how long it lasted.
- Allow the candidates the full working time set for the examination.
- If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination.
- Make a full report of the incident and of the action taken, and send to the relevant
- Awarding body.

6. Roles and Responsibilities in Exams

6.1 Reception Staff

- Support the EO in dealing with exam related deliveries and dispatches with due regard to the security of confidential materials

6.2 Site Staff

- Support the EO in relevant matters relating to exam rooms and resources

6.3 SENCO – Access Arrangements

- Assesses candidates (or work with the appointed access arrangements assessor) to identify access arrangement requirements thereby ensuring that:
 - Gather evidence to support the need for access arrangements for a candidate
 - Liaises with teaching staff to gather evidence of normal way of working of and affected candidate
 - Determines candidate eligibility for arrangements or adjustments that are centre-delegated
 - Gathers signed data protection notices from candidates where required
 - Applies for approval through Access Arrangements Online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
 - Keeps relevant paperwork and evidence on file for JCQ Inspection purposes
 - Employs good practice in relation to the Equality Act 2010
 - Liaises with the EO regarding exam time arrangements for candidates

- Ensure staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Provides and annually reviews a centre policy on the use of word processors in exams and assessment
- Provides and annually reviews a centre policy on the use of separate invigilation in exams and assessments
- Provide a written process to check the qualification(s) of their specialist assessor(s) and that the assessment process is administered correctly

6.4 INVIGILATORS

- Invigilators should attend training and update sessions as required, provide information as requested on their availability to invigilate and sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

7. ACCESS TO SCRIPTS, ENQUIRIES ABOUT RESULTS AND APPEALS PROCEDURES

7.1 Access to Scripts

- Access to scripts is controlled by the Exams Officer

7.2 Enquiries about Results and Appeals Procedure

- All enquiries about Results and Appeals must be directed through the Examinations Officer
- Where the School feels there is a justifiable reason for appealing a mark then they will lead and fund that process through the Examinations Officer
- Where a pupil or parent wishes to appeal a mark but the School does not feel it likely to results in an improved grade then the parent/pupil will be responsible for funding the appeal.
- The final decision for whether to proceed with an appeal will lie with Headteacher.

8. INTERNAL APPEALS

Please see 'Complaints and Appeals (Exams) Policy regarding Internal Appeals.

9 Controlled Assessment

Outlining staff responsibilities - GCSE controlled assessment

9.1 Senior leadership team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Directors of Faculty/Subject Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4).
- 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.)
- Ensure that all staff involved have a calendar of events

9.2 Director of Faculty

- Supply to the exams office details of all unit codes for controlled assessments.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

9.3 Teaching staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to Pupils as the specification allows.
- Ensure that Pupils and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the Centre.
- Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

9.4 Exams Officer

- Enter Pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter Pupils' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- 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.

9.5 Special Educational Needs Co-ordinator (SENCO)

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

9.6 Training

- The Examinations Officer of the school is responsible for the training of all invigilators and others connected with all public examinations by the end of October.
- The Examinations Officer and Head of Centre are responsible for the annual communication of this policy to the staff of Lawn Manor Academy in September.

9.7 Declarations

- Any member of staff with an interest has a responsibility to declare this to the School's Examinations Officer or Head of Centre. This might include one of the following:
 - (a) That they are connected to the examination board in some way e.g. as a moderator, examiner, team leader.
 - (b) That they have a relation, such as a child / niece / nephew, taking part in an examination in Lawn Manor Academy.
- This list is not exhaustive and there may be other types of declaration.
- As a result of any declaration the School's Examination Officer will ensure that that Invigilator is not present where the interested party is.

10. Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities

10.1 Head of centre

- Ensures that the centre's *non-examination assessment policy* is fit for purpose
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

10.2 Senior leaders

- Ensure the correct conduct of non-examination assessments which comply with awarding body subject specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

10.3 Quality assurance (QA) lead/Lead internal verifier

- Confirms with subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates

- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

10.4 Director of Faculty

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments
- Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

10.5 Teaching Staff

- Understands and complies with the general instructions
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries

10.6 Exams officer

- Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

10.7 Task setting

Subject teacher

- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work

10.8 Issuing of tasks

Subject teacher

- Determines when set tasks are issued by the awarding body
- Identifies date(s) when tasks should be taken by candidates
- Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensure that materials are stored securely at all times
- Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

10.9 Task taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own

- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social Media
- Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

10.10 Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- When reviewing candidates' work, unless prohibited by the specification, provides oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

10.11 Resources

Subject teacher

- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place
- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

10.12 Word and time limits

Subject teacher

- Refers to the awarding body's specification to determine where word and time limits apply/are mandatory

10.13 Collaboration and group work

Subject teacher

- Unless stated otherwise in the awarding body's specification, and where appropriate, allows candidates to collaborate when carrying out research and preparatory work
- Ensures that it is possible to attribute assessable outcomes to individual candidates
- Ensures that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assesses the work of each candidate individually

10.14 Authentication procedures

Subject teacher

- Where required by the awarding body's specification

- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

10.15 Presentation of work

Subject teacher

- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

10.16 Keeping materials secure

Subject teacher

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Secure storage instructions are followed as defined in NEA
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

10.17 Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- Liaises with the EO regarding arrangements for the conduct of any externally assessed non-examination component of a specification
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject teacher

- Provides the attendance register to a Visiting Examiner

Exams officer

- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
- Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label
- Despatches the work to the awarding body's instructions by the required deadline

10.18 Task marking – internally assessed components

Marking and annotation

Subject teacher

- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality assurance (QA) lead/Lead internal verifier

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards

Consortium arrangements

Subject head/lead

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)

- Liaises with the EO to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

- Provides marks to the exams officer to the internal deadline
- Provides the moderation sample to the exams officer to the internal deadline

Exams officer

- Arranges completion of form JCQ/CCA Centre consortium arrangements for centre - assessed work
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

Submission of marks and work for moderation

Subject teacher

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks submitted to the external deadline/Confirms with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with Subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensures that for postal moderation
 - work is dispatched in packaging provided by the awarding body
 - moderator label(s) provided by the awarding body are affixed to the packaging
 - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Storage and retention of work after submission of marks

Subject teacher

- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions until after the deadline for enquiries about results
- Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- Ensures any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

External moderation - feedback

Subject head/lead

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

Exams officer

- Accesses or signposts moderator reports to relevant staff
- Takes remedial action, if necessary, where feedback may relate to centre administration

10.19 Access arrangements

Subject teacher

- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs co-ordinator (SENCo)

- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualifications and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

10.20 Special consideration

Subject teacher

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate

- is absent
- produces a reduced quantity of work
- work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

Exams officer

- Refers to/directs relevant staff to the JCQ publication *A guide to the special consideration process*
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

10.21 Malpractice

Head of centre

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures*

Subject teacher

- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*
- Ensures candidates understand of the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

Exams officer

- Signposts the JCQ publication *Suspected Malpractice in Examinations and Assessments: Policies and Procedures* to the head of centre
- Signposts the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work* to subject heads
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the head of centre in investigating and reporting incidents of suspected malpractice

10.22 Enquiries about results

Head of centre

- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

Subject head/lead

- Provides relevant support to subject teachers making decisions about enquiries about results

Subject teacher

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams officer

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

10.23 Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

- Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead

- Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England*
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

- Ensures all the requirements in relation to the endorsement are known and understood
- Follows the required task setting and task taking instructions
- Assesses candidates, either live or from recordings, using the common assessment criteria
- Provides audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follows the awarding body's instructions for the submission of grades (*Pass, Merit, Distinction or Not Classified*) and the storage and submission of recordings

Exams officer

- Follows the awarding body's instructions for the submission of grades and the storage and submission of recordings

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p><i>Awarding body key date for accessing/downloading set task noted prior to start of course</i></p> <p><i>IT systems checked prior to key date</i></p> <p><i>Alternative IT system used to gain access</i></p> <p><i>Awarding body contacted to request direct email of task details</i></p>	
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p><i>Ensures that subject teachers access awarding body training information, practice materials etc.</i></p> <p><i>Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification</i></p> <p><i>Samples assessment criteria in the centre set task</i></p>	
Candidates do not understand the marking criteria and what they need to do to gain credit	<p><i>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates</i></p> <p><i>Records confirm all candidates understand the marking criteria</i></p> <p><i>Candidates confirm/record they understand the marking criteria</i></p>	
Subject teacher long term absence during the task setting stage	<p><i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i></p>	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	<p><i>Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Awarding body set task not issued to candidates on time	<p><i>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course</i></p> <p><i>Course information issued to candidates contains details when set task will be issued and needs to be completed by</i></p> <p><i>Set task accessed well in advance to allow time for planning, resourcing and teaching</i></p>	
The wrong task is given to candidates	<p><i>Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Subject teacher long term absence during the issuing of tasks stage	<p><i>See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle</i></p>	
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	<p><i>Assessment plan identified for the start of the course</i></p> <p><i>Assessment dates/periods included in centre wide calendar</i></p>	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	<p><i>Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course</i></p> <p><i>Staggered sessions arranged where IT facilities insufficient for number of candidates</i></p> <p><i>Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)</i></p>	

Insufficient supervision of candidates to enable work to be authenticated	<p><i>Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates</i></p> <p><i>Confirm subject teachers understand their role and responsibilities as detailed in the Centre's non-examination assessment policy</i></p>	
A candidate is suspected of malpractice prior to submitting their work for assessment	<p><i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed</i></p> <p><i>An internal investigation and where appropriate internal disciplinary procedures are followed</i></p>	
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	<p><i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate</i></p>	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p><i>Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given prior to starting on their work</i></p>	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p><i>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures</i></p> <p><i>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity</i></p> <p><i>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component</i></p> <p><i>Candidate confirms/records advice and feedback given during the task-taking stage</i></p>	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	<p><i>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant</i></p> <p><i>Records as detailed above are provided to confirm all assistance given</i></p> <p><i>Where appropriate, a suspected malpractice report is submitted to the awarding body</i></p>	
Candidate does not reference information from published source	<p><i>Candidate is advised at a general level to reference information before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	

Candidate does not set out references as required	<p><i>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment</i></p> <p><i>Candidate is again referred to the JCQ document Information for candidates: non-examination assessments</i></p> <p><i>Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion</i></p>	
Candidate joins the course late after formally supervised task taking has started	<p><i>A separate supervised session(s) is arranged for the candidate to catch up</i></p>	
Candidate moves to another centre during the course	<p><i>Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place</i></p>	
An excluded pupil wants to complete his/her non-examination assessment(s)	<p><i>The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education</i></p> <p><i>If so, arrangements for supervision, authentication and marking are made separately for the candidate</i></p>	
Resources		
A candidate augments notes and resources between formally supervised sessions	<p><i>Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions</i></p> <p><i>Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions</i></p>	
A candidate fails to acknowledge sources on work that is submitted for assessment	<p><i>Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources</i></p> <p><i>Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately</i></p> <p><i>Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate</i></p>	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	<p><i>Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory</i></p> <p><i>Where limits are for guidance only, candidates are discouraged from exceeding them</i></p> <p><i>Candidates confirm/record any information provided to them on word or time limits is known and understood</i></p>	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	<p><i>Records confirm the awarding body specification has been checked to determine if group work is permitted</i></p> <p><i>Awarding body guidance sought where this issue remains unresolved</i></p>	
Authentication procedures		
<p>A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment</p> <p>Candidate plagiarises other material</p>	<p><i>Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work</i></p> <p><i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments</i></p>	

	<i>Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body</i>	
Candidate does not sign their authentication statement/declaration	<i>Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment</i>	
Subject teacher not available to sign authentication forms	<i>Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures</i>	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	<i>Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment</i>	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	<i>Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring ensures subject teacher use of appropriate secure storage</i>	
Adequate secure storage not available to subject teacher	<i>Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required</i>	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	<i>Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate</i>	
A candidate is absent on the day of the examiner visit for an unacceptable reason	<i>The candidate is marked absent on the attendance register</i>	
Task marking – internally assessed components		
A candidate submits little or no work	<i>Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body</i>	
A candidate is unable to finish their work for unforeseen reason	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work</i>	
The work of a candidate is lost or damaged	<i>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine</i>	

	<i>eligibility and the process to be followed for lost or damaged work</i>	
Candidate malpractice is discovered	<i>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed</i>	
A teacher marks the work of his/her own child	<i>A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not</i>	
An extension to the deadline for submission of marks is required for a legitimate reason	<i>Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension</i>	
After submission of marks, it is discovered that the wrong task was given to candidates	<i>Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</i>	
A candidate wishes to appeal the marks awarded for their work by their teacher	<i>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body Records confirm candidates have been informed of their marks Candidates are informed that these marks are subject to change through the awarding body's moderation process Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body</i>	
Deadline for submitting work for formal assessment not met by candidate	<i>Records confirm deadlines given and understood by candidates at the start of the course Candidates confirm/record deadlines known and understood Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate</i>	
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<i>Internal/external deadlines are published at the start of each academic year Reminders are issued through senior leaders/subject heads as deadlines approach Records confirm deadlines known and understood by subject teachers</i>	

	<i>Where appropriate, internal disciplinary procedures are followed</i>	
Subject teacher long term absence during the marking period	<i>See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)</i>	

12. Glossary

JCQ	Joint Council Qualifications
PRU	Pupil Referral Unit
SENCO	Special Educational Needs Co-ordinator
MDSA	Midday Supervisor
CATs	Cognitive Abilities Tests
SLT	Senior Leadership Team
LLT	Learning Leadership Team
HOY	Head of Year
DART	Data, Assessment & Reporting Team
EO	Exam Officer

This policy will be reviewed annually.

Policy Updated: May 2018

Staff responsible: Assistant Headteacher Achievement

Ratified and approved by the SLT: May 2018

Due for review: May 2019

Related Policies can be found on the G Drive under Policies:

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Exam Emergency Evacuation Policy
- Exam Contingency Plan
- Accessibility Policy

EXAMINATION ENTRIES

FORM EX1

Pupil Name	Year Group	Exam to be entered and Board	Exam Code(s)	Subject Certification Code (if applicable at this time)

Exam Session to be entered in (i.e. Summer 2018): _____

Signed: _____ (Subject Leader) Date: _____

Signed: _____ (Director of Faculty) Date: _____

Signed: _____ (Examination Officer) Date: _____

Process

Subject Leader to sign and pass completed form to Director of Faculty:

Head of Faculty to return signed and completed form to Academy's Examination Officer:

Academy's Examinations Officer to sign and return completed copy to Director of Faculty:

Copy to be sent to Subject Leader:

Please Note:

The above process for Form EX1 must be completed by the 15th January of each academic year. The final date for alterations / additions in each academic year is the 1st April. Advice and guidance is available from the Head of Centre (Headteacher), Assistant Headteacher Achievement and the School's Examinations Officer. Staff are directed to confine their guidance from these three members of staff.

Declaration of Interest form

Any member of staff with an interest has a responsibility to declare this to the School's Examinations Officer or Head of Centre. This might include one of the following:

- a. That they are connected to the examination board in some way e.g. as a moderator, examiner, team leader.
- b. That they have a relation, such as a child/niece/nephew, taking part in an examination in the school in which they work.

This is not an exhaustive list and there may be other types of declaration.

As a result of any declaration the School's Examination Officer will ensure that the invigilator is not present where the interested party is.

Name: _____

Declaration of Interest:

Signed: _____ Date: _____

CONTROLLED ASSESSMENT RISK MANAGEMENT POLICY

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Leadership Team, Exams Officer and Timetabler
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	Leadership Team, Exams Officer and Timetabler
Use of IT Provisions and clashes	Ensure Calendar above in place and subject leaders book in advance		Leadership Team and Exams Officer
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	Departmental
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Departmental

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	IT Department
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Exams Officer and HOF
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HOF and Exams Officer to download
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Re-schedule controlled assessment by HOF and class teachers	HOF to re-schedule events and class teachers

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Control levels for task taking			
The 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	Leadership Team, HOF
Supervision			
Pupil study diary/plan not provided or completed*	Ensure 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	HOF and class teachers
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	All sent rules at the beginning of the academic year	Exams Officer
A 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 session where a teacher is not supervising, in line with the awarding body's specification	Invigilators in	Exams Officer

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Leadership Team
Assessments have not been moderated in line with the awarding body's	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Leadership Team
Inappropriate Level of wrong task	HOF checking, line management meetings with course leader	Seek guidance from the awarding body and Internal investigation	Leadership Team
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment	Leadership Team, HOF, Exams Officer
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	Leadership Team, HOF, Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Leadership Team, HOF, Exams Officer

** All tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Class teachers, HOF
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body)	Seek guidance from awarding body	Class teachers, HOF
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Class teachers, HOF
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Leadership Team, HOF

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	Leadership Team, HOF, Exams Officer
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Leadership Team, HOF, Exams Officer