

Exams and Accreditations Policy

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Table of Contents

1. Overview
2. Exam Responsibilities
3. Access to Fair Assessment Policy Statement
4. The statutory tests and qualifications offered
5. Exam seasons and timetables
6. Entries, entry details and late entries
7. Exam Fees
8. The Disability Discrimination Act (DDA), special needs and access arrangements
9. Reasonable Adjustments and Special Considerations Policy
10. Estimated grades
11. Managing invigilators and exam days
12. Candidates, clash candidates and special consideration
13. Coursework/ portfolios and appeals against internal assessments
14. Results, enquiries about results (EARs) and access to scripts (ATS)
15. Certificates
16. Appeals Policy
17. Assessment Malpractice and Maladministration
18. Internal Verification/Moderation
19. Student Appeals
20. Reasonable Adjustments and Special Considerations Policy
21. Contingency Plan

1. Overview

The purpose of this exam policy is:

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

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

This exam policy will be reviewed annually.

This exam policy will be reviewed by the head of centre and the senior leadership team.

2. Exam Responsibilities

Head of centre

Overall responsibility for the school as an exam centre:

- Advises on appeals and re-marks
- The head of centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document suspected malpractice in examinations and assessments.

Exams office manager / exams officer

Manages the administration of public and internal exams and analysis of exam results:

- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines

- Provides and confirms detailed data on estimated entries
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements and makes applications for special consideration using the JCQ Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations
- Identifies and manages exam timetable clashes
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the senior exam invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Prepares and presents reports to the SLT showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made
- Submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams.

Deputy Head

- Organisation of teaching and learning.
- External validation of all courses.

Lead Teachers

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

Lead Teacher careers and Head of Year 11

- Guidance and careers information.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
 - Submission of candidates' names to the relevant staff lead.
 - Provide evidence of 'normal way of working' within the classroom.

SENCO

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Lead invigilator/invigilators

- 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 their return to the exams office.

Candidates

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

3. Access to Fair Assessment Policy Statement

We aim to provide a variety of qualifications which provide all students with the opportunity to achieve their full potential by the most appropriate and direct route.

Our Assessment Policy is based on the concepts of equality, diversity, clarity, consistency and openness.

We will endeavour to ensure that the assessment processes are implemented in a way which is fair and non-discriminatory.

Students are made aware of the existence of this policy and have open access to it. It can be found online at <https://www.runningdeerschool.org.uk/about/policies-and-procedures>

All staff are made aware of the contents and purpose of this policy at induction, through the staff handbook and via training.

This policy is reviewed annually and may be revised in response to feedback from students, staff and external organisations.

What students can expect from us:

- We aim to ensure that all assessment of work is carried out fairly and in keeping with the awarding body's requirements.
- All portfolio-based work will be assessed fairly against the qualification standards and teachers involved will be fully trained.
- Internal assessments will be carried out fairly and according to awarding body instructions.
- Externally marked tests and exams will be according to the requirements of the awarding body. Students can also expect:
 - To be fully inducted onto a new course and given information that can be shared with parents and carers.
 - Learning outcomes, performance criteria and other significant elements of learning and assessment to be made clear at the outset of the course and when assignments are set.
 - To be given appropriate assessment opportunities during the course with feedback provided on the quality of the work.
 - All work to be marked within two weeks of submission by the student. Where equivalents and exemptions can be applied, we will ensure this is pursued with the relevant awarding body.

4. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the head of centre.

The statutory tests and qualifications offered are GCSE; Entry Level; Btec, ASDAN COPE, AOPE and Lifeskills Challenge and NCFE

The subjects offered for these qualifications in any academic year may be found on the website. If there has been a change of syllabus from the previous year, the exams office must be informed before the end of September (i.e. the beginning of the new academic year).

Decisions on whether a candidate should not take an individual subject or all NCTs will be taken in consultation with the subject teachers.

At Key Stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

Withdrawal Statement: Reasons for withdrawing a qualification

There are a number of reasons why a qualification might be withdrawn by Sky Academy including:

- lack of demand for the qualification
- qualification no longer meets the needs of the student population
- qualification subject matter is no longer relevant
- units and qualifications are owned by other awarding organisations who have decided to withdraw
- lack of funding

Qualification withdrawal process

Stage 1 – Decision to withdraw

All current Sky Academy qualifications will be reviewed by the person designated as having responsibility for Accreditation, annually or more frequently if the situation requires. They will consider entry data, attainment levels, qualification relevance and regulatory changes.

Stage 2 – Managing the Withdrawal

Upon the decision being made to withdraw a qualification, a withdrawal plan will be formulated. The plan will comply with any requirements as stated by Ofqual and may include arrangements for learners to complete programmes of work at an alternative centre.

The plan will:

- specify how the interests of learners in relation to the qualification will be protected.
- detail how the withdrawal will be communicated to the awarding organisation, regulatory authorities, centres and learners providing details of all deadlines including the last date for accepting entries and the last date for certification.

5. Exam seasons and timetables

Exam and assessment seasons

- Internal assessments are scheduled at the end of each term
- External exams are scheduled primarily May to June.
- Which exam series are used in the centre is decided by the Head.

Timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and external exams.

6. Entries, entry details and late entries

Entries

- Candidates are selected for their exam entries by the heads of centre and the subject teachers.
- Candidates, or parents/carers, cannot request a subject entry, change of level or withdrawal.
- The centre does not accept entries from external candidates, though staff at Sky Academy are able to use the exam centre

Late entries

Entry deadlines are circulated to Lead Teachers via email.

Late entries are authorised by the subject teachers and the Senior Leadership Team.

7. Exam Fees

The centre will pay all normal exam fees on behalf of candidates.

If a student refuses to sit an exam without exceptional circumstances where there may be medical evidence to explain the level of absence the school reserve the right to invoice the parents/carers for the cost of the exam.

Late entry or amendment fees are paid by centre.

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

8. The Disability Discrimination Act (DDA), special needs and access arrangements

DDA

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

a. Special needs

All students at Sky Academy have an EHCP (Education Health Care Plan), with their primary need being within the area of social, emotional and mental health.

A candidate's special needs requirements are determined by their EHCP and additional internal cognitive testing and evidence from their class teachers.

Staff are informed of a candidate's special educational need and exams access arrangements through their personalised learning plan.

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO and Exams Officer.

Rooming for access arrangement candidates will be arranged by the Exams Officer, Deputy Head and Assistant Head.

Invigilation and support for access arrangement candidates will be organised by the Exams Officer, Deputy Head and Assistant Head.

Candidates with social, mental and emotional needs may require for example:

- Supervised rest breaks
- Extra time
- A computer reader or a reader
- A scribe
- A word processor
- A prompter
- Alternative site arrangement
- Separate invigilation within the centre

A candidate must have impairment in their first language which has a substantial and long term adverse effect. A candidate does not have a learning difficulty simply because their first language is not English, Irish or Welsh.

The arrangement (s) put in place must reflect the support given to the candidate in the centre, for example:

- In the classroom (where appropriate);
- Working in small groups for reading and/or writing;
- Literacy support lessons;
- Literacy intervention strategies;
- In internal school tests/examinations;
- Mock examinations

This then becomes the candidates “normal” way of working.

Teaching staff are expected to collect and provide evidence of a candidate’s normal way of working to the SENCO and Exams Officer.

The SENCO and Exams Officer will then process an application to the Awarding Body for Access Arrangements to be granted. This will be supported by evidence written on centre headed paper detailing the candidate’s significant and persistent difficulties.

For Entry Level Certificate qualifications the centre is not required to have each candidate individually assessed.

The SENCO must determine the need for 25% extra time on the basis of how the candidate normally works in the classroom.

Any staff providing access arrangements to candidates will have received training and follow the advice set out in the JCQ regulations.

Sky Academy adheres to the individual exam board's guidance for access arrangements for all qualifications including BTEC, ASDAN and NCFE qualifications.

9. Reasonable Adjustments and Special Considerations Policy

The minimum requirement for a Centre's Reasonable Adjustments and Special Considerations Policy is detailed below:

The policy must set out:

- the purpose of the procedure
- who it's intended for
- who owns it
- when it will be reviewed

Definition of reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software
- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme.

10. Estimated grades

The head of centre and the heads of subject will submit estimated grades to the exams officer when requested by the exams officer.

11. Managing invigilators and exam days

Managing invigilators

External invigilators will be used for:

- The recruitment of invigilators is the responsibility of the senior leaders.
- Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the centre administration.
- CRB fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the exams office.
- Invigilators' rates of pay are set by the centre administration.

Exam days

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

Site management is responsible for setting up the allocated rooms as directed by the examinations officer.

The lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted.

In practical exams subject teachers may be on hand in case of any technical difficulties.

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 heads of department at the end of the following day at the earliest.

12. Candidates, clash candidates and special consideration

Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

The subject teacher will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

Clash candidates

The exams officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's parent or carers' responsibility to alert the centre, the exams officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

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

13. Coursework/ portfolios and appeals against internal assessments

Coursework

Candidates who have to prepare coursework should do so by the stated deadline.

Heads of department will ensure all coursework is ready for despatch at the correct time. The exams officer will keep a record of what has been sent, when and to whom.

Marks for all internally assessed work and estimated grades are provided to the exams office by the subject teachers.

Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded

- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Appeals should be made in writing by the date given by the relevant exam board to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

14. Results, enquiries about results (EARs) and access to scripts (ATS)

Results

- Candidates will receive individual results slips on results days by post to their home addresses.
- Arrangements for the school to be open on results days are made by the head of centre.
- The provision of staff on results days is the responsibility of the head of centre.

EARs

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

- When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

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

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The authorisation for the payment to the examining body will need to be sought by the teacher/department.

GCSE re-marks cannot be applied for once a script has been returned.

(See also section 5: Exam fees)

15. Certificates

Certificates are posted (first class recorded delivery).

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so, normally in the form of a letter signed by the student and parent or carer.

Replacement certificates are only issued if a candidate agrees to pay the costs incurred; this process is accessed through the awarding body.

16. Appeals Policy

Aim:

- To enable the learner to enquire, question or appeal against an assessment decision.
- To attempt to reach agreement between the learner and the assessor at the earliest opportunity.
- To standardise and record any appeal to ensure openness and fairness.
- To facilitate a learner's ultimate right of appeal to the awarding body, where appropriate.
- To protect the interests of all learners and the integrity of the qualification.

In order to do this, the centre will:

- Inform the learner at induction, of the Appeals Policy and procedure.
- Record, track and validate any appeal.
- Forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted.
- Keep appeals records for inspection by the awarding body for a minimum of 18 months.
- Have a staged appeals procedure.
- Take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.
- Monitor appeals to inform quality improvement.

BTEC Appeals Process

Purpose/Scope

- To ensure that there are clear procedures for students throughout, to enable them to enquire, question or appeal against an assessment decision.

- That any appeal is recorded and documentation is retained for 18 months following the resolution of the appeal.
- That the Head of Centre facilitates the learner's ultimate right of appeal to Pearson, once the centre's appeal procedure is exhausted.

Stage 1 – INFORMAL: learner consults with assessor within a period of 2 weeks following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are

Documented before moving to stage 2.

Stage 2 – REVIEW: review of assessment decisions by the Internal Verifier. Learner notified of

Findings and agrees or disagrees, in writing, with outcome within a period of 1 week. If unresolved,

Move to stage 3.

Stage 3 – APPEAL HEARING: Quality Nominee will hear the appeal within a period of 2 weeks: last

Stage by the centre. If unresolved, move to stage 4

Stage 4 – EXTERNAL APPEAL: the grounds for appeal and any supporting documentation must be

Submitted by the centre to Person within 14 days of the completion of Stage 3: a fee is levied.

- Recording appeals: each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.
- Monitoring of appeals: undertaken by senior management to inform development and quality improvement.

This policy will be reviewed every 12 months by the exams officer and Quality Nominee.

17. Assessment Malpractice

Aim:

- To identify and minimise the risk of malpractice by staff or learners

- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff
- Where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and GCSE/BTEC/ASDAN/NCFE qualifications.

In order to do this, the centre will:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head of Centre / Principal / CEO and all personnel linked to the allegation.
- Make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
- Give the individual the opportunity to respond to the allegations made
- Inform the individual of the avenues for appealing against any judgment made
- Document all stages of any investigation.

Appeals

- If a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line the Student Appeals Policy.

Staff Malpractice and Maladministration

This section sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally. This also covers maladministration.

Examples of Staff Malpractice

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based qualification evidence. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
 - Assisting candidates with the production of work outside of the awarding body guidance
 - Fabricating assessment and/or internal verification records or authentication statements
- The following are examples of malpractice by staff with regard to examinations:
- Assisting candidates with exam questions outside of the awarding body guidance
 - Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
 - Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Head of centre, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper. The member of staff will be:

- informed in writing of the allegation made against him or her informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, Sky Academy may impose the following sanctions:

Written warning: Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied

Training: Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training

Special conditions: Impose special conditions on the future involvement in assessments by the member of staff

Suspension: Bar the member of staff in all involvement in the administration of assessments for a set period of time

Dismissal: Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post

Maladministration

To mitigate against errors in administration, or maladministration, the entry record will be created by the exams officer and checked by the Education Manager before and after entry of candidates to any specified award. In the event of an error occurring, the awarding body will be notified immediately.

18. Internal Verification/Moderation

Aim:

- To ensure there is an accredited Lead Internal Verifier in each principal subject area
- To ensure that Internal Verification is valid, reliable and covers all Assessors and programme activity.
- To ensure that the Internal Verification procedure is open, fair and free from bias
- To ensure that there is accurate and detailed recording of Internal Verification decisions.

In order to do this, the centre will ensure that:

- Where required by the qualification, a Lead Internal Verifier/moderator is appropriately appointed for each subject area, is registered with the relevant exam board and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported
- Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

Quality Assurance Procedure

The Centre is committed to Quality Assurance and believes it is an integral part of the Centre's processes.

- The focus of the Centre is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The provision is regularly monitored and reviewed by your named quality assurance representative.
- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role.
- Quality assurance and moderation takes place across the Learn@Trust to provide a wider view due to the small and specialised nature of Sky Academy.
- Departmental quality assurance is carried out with the Deputy Headteacher and subject Leads on a termly basis.

All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.

Existing invigilators will be observed conducting an assessment at least once a year.

Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.

The organisation's policy for Equal Opportunities is followed and monitored.

For manual testing and evidence based assessment:

- An Internal Verification process is in place to ensure that consistent testing and assessment standards are maintained by cross-marking.
- Internal Verification is carried out on an on-going basis.
- All cases of borderline achievement are Internally Verified.
- At least 10% of other assessments are checked across all markers and modules.
- Where a new marker is assessing, all work is double marked until the Centre Manager is satisfied with the standard.
- Internal Verification is recorded on Learner work and records and on central recording systems.

19. Student Appeals

This section addresses the situation where students may wish to appeal against a grade he/she has received for a qualification.

Access

Students are made aware of the existence of this policy via their keyworkers and teachers and have open access to it. It can be found online on the school website.

All staff are made aware of this policy and how to access it in order that students can be supported. This policy is reviewed annually and may be amended in response to feedback from students, staff, parents and external organisations.

Policy Statement

All students have the right to make an appeal about any of the marks received for the qualifications they are undertaking. If any student wishes to appeal a decision, they should follow the following procedure within 10 working days of receiving the disputed decision.

- If possible, speak to the member of staff responsible for teaching the qualification in the first instance about the reason they wish to appeal.
- The member of staff has a responsibility to explain to the candidate why he/she received the grade/mark.

- If the student is not satisfied with the explanation, the piece of work will be re-marked by another member of staff also involved with that qualification.
- The student will be informed of the outcome of the re-marking by letter within 2 weeks of their original appeal. If the student wants to continue the appeal, he/she needs to contact the exams officer, who will provide the student with information about the appeals procedure for the relevant awarding body and explain what is involved. The exams officer will assist with the completion of any forms and will correspond with the awarding body on behalf of the student.

Please note: a student must have the support of the centre to be able to appeal against a result.

20. Reasonable Adjustments and Special Considerations Policy

The minimum requirement for a Centre's Reasonable Adjustments and Special Considerations Policy is detailed below:

The policy must set out:

- the purpose of the procedure
- who it's intended for
- who owns it
- when it will be reviewed

Definition of reasonable adjustments

A reasonable adjustment is any action that helps to reduce the effect of a disability or difficulty that places the learner at a substantial disadvantage in the assessment situation. It is made to an assessment for a qualification to enable a disadvantaged learner to demonstrate his or her knowledge, skills and understanding of the levels of attainment required by the specification for that qualification.

Reasonable adjustments must not affect the integrity of what needs to be assessed, but may involve:

- changing usual assessment arrangements, for example allowing a learner extra time to complete the assessment activity
- adapting assessment materials, such as providing materials in Braille
- providing assistance during assessment, such as a sign language interpreter or a reader
- re-organising the assessment room, such as removing visual stimuli for an autistic learner
- changing the assessment method, for example from a written assessment to a spoken assessment
- using assistive technology, such as screen reading or voice activated software

- providing the mechanism to have different colour backgrounds to screens for onscreen assessments or asking for permission for copying to different coloured paper for paper-based assessments
- providing and allowing different coloured transparencies with which to view assessment papers

Reasonable adjustments are approved or set in place before the assessment activity takes place; they constitute an arrangement to give the learner access to the programme. The use of a reasonable adjustment will not be taken into consideration during the assessment of a learner's work.

21. Contingency Plan

In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body **must** be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

In the event of disruption

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether the academy is able to open.
3. Identify whether the exam can be sat at an alternative venue, in agreement with the relevant awarding organisation.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exams when planned.
5. Communicate with parents, carers and students regarding any changes to the exam timetable.
6. Advise students, where appropriate, to sit exams in the next available series.

After the exam

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

When a student misses an exam or is disadvantaged by the disruption

If Sky Academy feel that the performance of all or some of our students has been negatively affected by the disruption the Exam's Officer should ask the awarding organisation about applying for special consideration. The decision about what special consideration is, or is not appropriate, is for awarding organisations to make. Their decisions might be different, for different qualifications and for different subjects.

Taken from: <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>