



ORCHARD
—Community Trust—



Watermill School

Exams Policy

Policy Information		
Policy Author: Helen Clayton Governing Board approval date/date policy is in effect from: Autumn 2024		
Latest Review information:	Summary of amendments	Date of next review:
Date: September 2024 Name of reviewer/s: H Clayton	Revised and reviewed Malpractice and special consideration sections removed and individual policies created.	September 2025

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Reviewed and amended on 2nd October 2024 by Helen Clayton (Exam's officer)

The policy is next due for review *September 2025*

1.0 Exams policy.

The purpose of this exams policy is:

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

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

The exams policy will be reviewed every year

The exams policy will be reviewed by the exams officer.

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

2.0 Exam responsibilities

The head of centre:

- has overall responsibility for the school as an exam centre and advises on appeals and re-marks.
- is responsible for reporting all suspected or actual incidents of malpractice – see separate policy on malpractice.

Exams officer:

- manages the administration of internal exams and external exams
- advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams. All learners should be registered for within 1 month of starting the new academic year and in line with examining bodies' registration deadlines.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*. See separate special considerations policy.

- identifies and manages exam timetable clashes.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- identification and arranging the testing of candidates' requirements for access arrangements
- processing any necessary applications in order to gain approval (if required).
- Ensuring appropriate access arrangements required by candidates in exams rooms.

Subject teachers are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- decisions on post-results procedures.
- verifying that the learners are being entered for the correct unit by the exams officer.
- verifying that the RACS have been completed correctly with the correct qualification and level being selected before uploading.
- supplying information on entries, coursework and controlled assessments as required by the exams officer.

The Exams Officer or Invigilator is responsible for:

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

Candidates are responsible for:

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

3.0 Data Protection

Watermill School, as the Data Controller, will comply with its obligations under the GDPR (General Data Protection Regulation) and DPA (Data Protection Act). The school is committed to being concise, clear, and transparent about how it obtains and uses personal information and will ensure data subjects are aware of their rights under the legislation. All staff must have a general

understanding of the law and understand how it may affect their decisions to make an informed judgement about how information is gathered, used, and ultimately deleted.

The Principles

The principles set out in the GDPR must be adhered to when processing personal data:

1. Personal data must be processed lawfully, fairly and in a transparent manner (**lawfulness, fairness and transparency**)
2. Personal data shall be collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes (**purpose limitation**)
3. Personal data shall be adequate, relevant and limited to what is necessary in relation to the purpose(s) for which they are processed (**data minimisation**)
4. Personal data shall be accurate and where necessary kept up to date and every reasonable step must be taken to ensure that personal data that is inaccurate are erased or rectified without delay (**accuracy**).
5. Personal data shall be kept in a form which permits identification of data subjects for no longer than is necessary for the purpose for which the personal data is processed (**storage limitation**)

Data minimisation

Personal data must be adequate, relevant and limited to what is necessary in relation to the purposes for which it is processed.

The school maintains a Retention Schedule to ensure personal data is deleted after a reasonable time for the purpose for which it was being held, unless a law requires such data to be kept for a minimum time. Staff must take all reasonable steps to destroy or delete all personal data that is held in its systems when it is no longer required.

4.0 Qualifications offered

The qualifications offered at this centre are decided by the teachers in consultation with the senior management team.

The types of qualifications offered are *Functional Skills, Entry Level Certificate, Life Skills Qualifications (Independent Living, Towards independence)*,

Decisions on whether a candidate should be entered for a particular subject will be taken by the teachers.

5.0 Exam series

External exams and assessments, where applicable, are scheduled in January and June.

Internal exams are held under external exam conditions.

The teachers, in liaison with the Exams Officer, decides which exam series are used in the centre.

6.0 Registration and certification

Each learner will be registered with the appropriate awarding body within a month of starting the programme, or in line with awarding body policies. This will be done by the exams officer who will ensure that accurate registrations are made by checking and then re-checking learner details before submitting along with the schools admin staff.

If inaccurate registration is noted then the exams officer will immediately contact the awarding bodies (Aim qualifications, NOCN and WJEC) to rectify the situation. If any pupil leaves the school, they will be withdrawn from the programme and Quartz will be completed within 30 days of this happening.

Subject tutors will provide the exams officer with an overview of the units to be delivered for the year and all learners who will be accessing the unit.

Entry deadlines are circulated to the teachers via email at the start of each academic year, by the exams officer.

Learners will be made aware of their registration verbally from their tutor.

All certificate claims will be made timely and based solely on internally verified assessment records. IQA will take place before any certificate claims are made with any feedback being given to the subject tutor.

RACS submitted will be checked by the subject tutor for accuracy alongside the exams officer. Certificates received from the awarding body will be audited to ensure accuracy. Any inaccuracies will be reported to the awarding body (Aim qualifications, NOCN, WJEC).

All records are kept safely and securely for three years post certification.

Following receipt of the certificates, the learners tracking progress will be recorded.

Candidates will receive their certificates in person at the centre at the Leavers' Presentation Evening or at the following post-16 place of study / work via the post-16 co-ordinator

The centre retains certificates for 2 years if they were not presented, delivered or collected.

A new certificate will not be issued by an awarding organisation. A transcript of result may be issued.

7.0 Retention of papers and coursework.

All coursework and exam papers which have been externally sampled are to be kept for 3 years by the exam's office. After this they are to be shredded in line with GDPR regulations.

8.0 Exam fees

Candidates 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.

The exams officer will publish the deadline for actions well in advance for each exam's series.

Functional skills entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the centre.

Re-sit fees are paid by the centre.

9.0 Recognition of Prior Learning

Evidence can be drawn from various aspects of a learner's prior learning including, but not exclusively:

- education and training
- work experience activities
- community or voluntary activities
- previous accreditations of qualifications

Any appropriate assessment methodology may be used in the Recognition of Prior Learning Process. Provided that the assessment requirements of a specific unit or qualification have been met, the use of RPL is acceptable for use towards the accreditation of a single unit, or units.

All learners should be entitled to apply for RPL and any learner who makes an initial enquiry should be given timely and appropriate guidance and support on the rules, regulations and processes involved in accreditation.

Learners will make an application in writing indicating their intention to apply for RPL for a specific unit of their current course/framework to the course tutor. The course tutor undertakes a recorded personal tutorial with the applicant to confirm the unit, learning outcome and assessment criteria against which evidence submitted is to be assessed. Confirmation and accuracy will be undertaken by the deputy headteacher. Clear direction will also be given as to the types of evidence that may be utilised and the timeframe for submission.

The tutor will assess the evidence within three weeks of submission clearly mapping to the specified assessment criteria and ensuring that evidence is valid, sufficient and current in relation to expected industry competence. The evidence should be consistent with non-RPL evidence submitted as part of a learning programme/framework. If there is any doubt as to the evidence, the assessor may use questions to check understanding, and may ask for the demonstration of skills to check competence. Where evidence is assessed and found to be only sufficient to cover one or more learning outcomes, or to meet partially the requirements of any learning outcomes, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit.

The exams officer, acting as the nominated internal verifier will view the assessed evidence to confirm that accurate mapping against the identified criteria has been undertaken by the assessor. The IV will then provide feedback to confirm achievement or indicate clearly any further evidence required.

Further to the IV confirming that evidence is sufficient, the tutor follows normal school procedure by submitting the result to the awarding body.

10.0 Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates.

Rooming for access arrangement candidates will be arranged by the Exams Officer.

Invigilation and support for access arrangement for the candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer, requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

Access arrangements / Access to Fair Assessment

The **subject teachers** will inform the Exams officer of candidates that require any special arrangements needed during the course and in any assessments/exams.

A candidate's access arrangements requirement or reasonable adjustment is determined by the teachers.

Reasonable Adjustments may include, but are not limited to:

- 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.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the Exams officer.

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

11.0 Estimated grades

Subject teachers are responsible for submitting estimated grades to the exams officer when requested by the exams officer. This will be done at the start of the unit to ensure that the learner is registered for the correct level of exam.

12.0 Managing invigilators

External staff will not be used to invigilate examinations. Staff will undertake training from the JCQ to allow them invigilate examinations. These staff will be impartial to the learners and not be involved in their learning.

The organisation of the invigilators is the responsibility of the exams officer, ensuring that they are following the correct exam procedures.

13.0 Internal Verification / Moderation

Watermill School will ensure that:

- internal moderation practices are valid and reliable, cover all tutors/assessors and meet the requirements of the awarding organisation
- the internal moderation procedures are fair and open
- accurate and detailed records are kept of internal moderation decisions
- ensure that all assessment activities are valid, appropriate and fit for purpose
- apply a strategy that will provide a representative sample across all tutor/assessors
- create a plan of internal moderation in relation to all assessment activities
- where only a small number of learners, up to 10 pupils, are sitting the exam, then all learners work will be internally moderated.
- when vocational units are being delivered and coursework is being completed a % of learners work will be verified, with an average class size of 10, this would be 50%.
- if the tutor is new and has never delivered the unit before then 100% of the learner's work will be internally verified.
- If inaccuracies arise from the internal verification of learner's work, then the tutor will be supported to re-assess the work following the feedback. This will be followed by 100% of the cohort being internally verified again.
- define, maintain and support effective internal moderation roles, including the provision of training where required
- provide standardised documentation to support internal moderation activity and record-keeping
- feedback and outcomes of internal and external moderation support future development of good practice
- carry out an annual evaluation and review of internal moderation policy and procedures
- all assessment tasks are internally verified prior to being taught to the learners by the exams officer. This is done through the quality assurance of the course unit plan, which is written by the tutor prior to delivering the unit to the learners .

14.0 Conflicts of Interest

- Watermill School will take all reasonable steps to avoid any part of the assessment and internal verification of candidate's work being undertaken by any person who has a personal interest in the result of the assessment.
- In the event that a conflict of interest is identified in advance and cannot be avoided, the relevant awarding body will be informed as early as possible.
- In the event that a conflict of interest is identified after it has taken place, the relevant awarding body will be informed and wherever possible the work will be re-assessed, and/or verified by an independent assessor and/or verifier.
- In the event that there is a connection between any learner and awarding body External Verifier, Watermill School will inform the relevant awarding body as early as possible.

Should a conflict of interest between a member of staff and a candidate be identified before or during an assessment or examination Watermill School will either:

- replace the assessor/invigatorator with another suitable member of staff
- move the candidate to another assessment or examination room
- allocate an additional assessor or invigatorator to the group
- if none of the above is possible and there are no other opportunities for the candidate to be assessed or examined, they will be allowed to take the examination or assessment, and the circumstances will be reported to the relevant awarding body.

15.0 Documentation Retention & Secure Storage

Watermill School stores confidential materials delivered to the centre, in the locked safe in the Exams cupboard inside the main School Office. Only the exams office and reception staff are key holders and have access to this cupboard.

Materials taken from or returned to secure storage throughout the exam period remains confidential.

The Exams Officer receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

The Exams Officer retains all unused question papers/scripts in secure storage until the end of the exam season, after which papers can be issued to subject teachers for use as teaching aids.

Where exam papers are downloaded from an Exam provider's website, they are not downloaded until the day before the exam takes place. They are photocopied and stored in a sealed envelope inside a locked cupboard in the office of the exams officer until the morning of the exam. This office is securely locked at all times when not occupied. Following completion, papers are marked by the assessor internally or are kept in secure locked cupboard in the exams officer's office until posted to external markers /moderators.

The following information will be kept for a minimum of 7 years following date of certification;

- Learner name.
- NOCN learner number or ULN.
- Learner contact address and telephone number.
- Regulator reference and title of the qualification the learner was registered on.
- Date of the qualification achievement.
- Grade of the qualification (if applicable)

Along with details of the unit achievement including;

- The name and regulator reference number of the unit achieved.
- The name of the Tutor/Trainer and Assessor for the unit.
- The name of the IQA (if sampled).
- The date the unit was judged as achieved within the centre.
- Grade of the unit (if applicable)

The following will also be kept for a minimum of 3 years;

- Records of the assessment plan and assessment decisions for each learner,
- including the details of who assessed, what was assessed (learning outcome reference and assessment criteria), where it was assessed and the date the assessment decision was made.
- Details of all examinations conducted and their results.
- Synoptic Practical Assignments completed including any evidence generated.
- Records of progress/assessment criteria measured in guided learning hours (GLH) and total qualification time (TQT).
- A record of any exemption/Recognition of Prior Learning (RPL) used.
- The assessment methods used for each unit/component.
- Locations of where supporting evidence was gathered and stored at the time of assessment.
- Assessment reviews.
- Records of internal quality assurance activity including:
- Details of the sample selected and internal quality assurance strategy.
- Internal quality assurance details including the assessment decisions verified, the name of the IQA and the date the verification took place.
- Records of internal quality assurance standardisation meetings.
- Records of assessor support meetings and/or query resolution records.
- All completed declaration of authenticities.

16.0 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.

The invigilators will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to teachers in accordance with JCQ's recommendations and no later than one hour after candidates have completed them.

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

17.0 Exams Contingency Plan



This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Watermill School. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the Joint contingency plan in the event of widespread disruption to the examination system in England, Wales, and Northern Ireland.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”*

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- annual exams plan not produced identifying essential key tasks, key dates, and deadlines
- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- exam/assessment materials and candidates’ work not stored under required secure conditions
- internal assessment marks and samples of candidates’ work not submitted to awarding bodies/external moderators
- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods
- late arrival, suspected malpractice, special consideration
- candidates’ scripts not dispatched as required to awarding bodies
- access to examination results affecting the distribution of results to candidates

Centre actions:

- Deputy Head Teacher would take on responsibilities of Exams Officer if necessary.

Criteria for implementation of the plan

Key tasks not undertaken including:

- Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received
- Final entry information not provided to the exams officer on time; resulting in:
- candidates not being entered for exams/assessments or being entered late
- late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

- Long term cover is organised
- The Deputy Head arranges short-term cover.
- The exams officer has overall responsibility to ensure exam entries and coursework are submitted on time

2. Exam rooms - lack of appropriate rooms or main venue unavailable at short notice.

Criteria for implementation of the plan

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time

Centre actions:

- Design of school and timetabling ensures that at least one room will be available to hold exams;
- the Conference Room can be used as an exams room with the exams officer's office being used as an additional space for any candidates requiring reasonable adjustments.

3. Failure of IT systems

Criteria for implementation of the plan

- MIS system failure at final entry deadline
- MIS system failure during exams preparation

Centre actions:

- In emergency, could input entries from home

4. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions:

- Head of Centre and SLT to decide which years are kept off school, with the minimum disruption for years involved in external exams.
- Staff able to come into school will support the students in school

5. Candidates unable to take examinations because of a crisis – centre remains open

Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

Centre actions:

- Contact Boards involved for advice/special considerations.

6. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

Centre actions:

- Contact Boards involved as soon as possible for guidance;

7. Disruption in the distribution of examination papers

Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

Centre actions:

- System in place registering receipt of exam papers by date: exam office to contact boards if papers are not received by a week before the exam;
- Facility to print exam papers from Exam Boards secure websites within the Exams Office and securely store as normal.

8. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Reception to inform the exams officer of any delay in collection on daily basis;
- Exams officer to contact Parcelforce immediately if not collected daily;
- As last resort, exams officer and members of the SLT could physically take exam script bags to the Post Office;
- Exams officer to inform relevant boards of breakdown in collection service.

9. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

Centre actions:

- Exams officer/ head of centre/relevant teacher to contact board immediately in this event;
- Exams officer to provide forms required to be submitted to boards;
- Head of centre to be informed and involved;
- Parents/carers informed of outcome as appropriate.

Emergency evacuation procedure for examinations

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 (**in order to ensure all candidates are present**).
- Evacuate the examination room in line with the instructions given by the appropriate authority.
- 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.

18.0 Candidates

A formal briefing session for candidates may be given by the teachers and invigilator.

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the invigilator.

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

The Exams Officer is responsible for handling late or absent candidates on exam day.

19.0 Learner Identification

A Candidate's Unique Learner Number (ULN), allocated by the Learning Records Service, offers candidates the facility to participate in exams and assessments set by the Awarding Bodies. As Watermill School has only relatively few candidates each exam series, the ULN is easily matched to the pupils' records retrievable from the school system.

20.0. Internal assessment

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

Marks for all internally assessed work are provided to the exams officer by the teachers. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the following procedure:

Watermill School is committed to promoting quality, consistency, accuracy and fairness in assessment and thus in awarding. We aim to ensure that:-

- internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- assessment evidence provided by the candidates has been produced and authenticated according to the requirements of the specification for each subject;
- the consistency of the internal assessment is secured through internal standardisation as necessary;
- staff responsible for internal standardisation and/or assessment attend any compulsory training sessions.

21.0 Complaints

Grounds for complaint

A candidate (or his/her/parent/carer) may make a complaint on the grounds below;

Teaching and learning

Quality of teaching and learning, for example

- Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
- Teacher lacking knowledge of new specification/incorrect core content studied/taught
- Core content not adequately covered
- Inadequate feedback for a candidate following assessment(s)

Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate

The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions.

Centre assessed marking

- The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the school's Centre Assessed Marking Policy)
- Candidate not informed of his/her centre assessed marks prior to marks being submitted to the awarding body
- Candidate not informed of his/her centre assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- Candidate not given sufficient time to review materials to make a decision on whether to request a review of centre assessed marks

Access arrangements

- Candidate not assessed by the centre's appointed assessor
- Candidate not involved in decisions made regarding his/her access arrangements
- Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)
- Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- Exam information not appropriately adapted for a disabled candidate to access it
- Adapted equipment put in place failed during exam/assessment
- Approved access arrangement(s) not put in place at the time of an exam/assessment
- Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

- Candidate not entered for a required exam/assessment
- Candidate entered for a wrong exam/assessment 3. Candidate entered for a wrong tier of entry

Conducting examinations

- Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- Inadequate invigilation in exam room
- Failure to conduct exam according to the regulations
- Online or IT system failed during online/word processed exam/assessment
- Disruption during exam/assessment
- Alleged, suspected or actual malpractice incident not investigated/reported
- Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- Failure to inform/update candidate on the outcome of a special consideration application

Results and Post-results

- Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results

- Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body post-results services)
- Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal - the complainant should refer to the centre's internal appeals procedure)
- Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- Centre missed awarding body deadline to apply for a post-results service
- Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following or the outcome of an exam, Watermill school encourages them to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre. If a complaint fails to be resolved informally, the candidate (or their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint and how it will be investigated

- A complaint should be submitted in writing.
- The complaint will be acknowledged within 2 working days
- The head of centre will further investigate or appoint a member of the senior leadership team who is not involved in the grounds for complaint and has no personal interest in the outcome to investigate the complaint and report on the findings and conclusion
- The result of the investigation will be communicated within 2 working weeks

How to appeal against the outcome of a formal complaint

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- Any appeal must be submitted in writing
- The appeal will be acknowledged within 2 working days
- The appeal will be referred to Chair of Governors or a special Committee of the Governing body for consideration
- The appellant will be told when they can expect to be informed of the conclusion
- The Chair of Governors or Committee will inform the appellant of the final conclusion

22.0 Internal Appeals Policy

This policy details the process regarding appeals by students relating to internal assessment/controlled assessment decisions made by the school and submitted to awarding bodies. It outlines how appeals may be made to the school regarding the procedures followed but does not cover the

actual marks or grades submitted by the school to the awarding body. Any concerns about the procedures used in assessing internally marked work for public exams (e.g. coursework / portfolio / projects / performance) should be discussed with the subject teacher in the first instance then the Head Teacher if necessary. If this fails to resolve the concerns, these should be brought to the attention of the Exams Officer as soon as possible. Each awarding body specifies detailed criteria for the internal assessment of work. After work has been assessed internally it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work and the final judgement on marks awarded lies with the awarding body. This is outside the control of the school and is not covered by this internal appeals policy.

All students at Watermill School 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.

- 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.
- 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.
- The Exams Officer manages the appeals process
- A written appeal must be received by the Exams Officer no more than 14 days after the deadline for coursework marks to be sent to the relevant awarding body. The appeal must state the details of the complaint and the reasons for the appeal. All supporting evidence should be included with the appeals notice
- An enquiry into the internal assessment will be conducted by the Exams Officer, Head Teacher, and another member of the Senior Leadership Team unless any has been directly involved in the original internal assessment process. The panel will include a review of the procedures used by the school to award marks for internal/controlled assessment and will consider whether the procedures conform to the published requirements of the awarding body. This will be undertaken within 14 days.
- Wherever possible, appeals will be considered and resolved by the date of the last externally assessed paper of the examination series. Any difficulties in meeting this deadline will be raised with the awarding body.
- The teacher making the assessment will be asked to respond to the appeal in writing and a copy will be sent to the appellant;
- The Exams Officer will convey the outcome of the appeal and clear reasons for the outcome in writing to the appellant within 5 working days of the final decision. Any changes made to

the assessment of the candidate's work and any steps taken to further protect the interest of the candidates at the school will be confirmed.

- Candidates will be able to gain access to: -
 - the breakdown of marks awarded to them for an internal assessment,
 - all comments recorded by the school relating to their internally assessed work,
 - any relevant communications with the awarding body,
 - information is available at the time of the appeal as to whether the work was sampled by the awarding body,
 - the moderated mark given by the awarding body if known,
 - relevant awarding body procedures for the conduct of internal assessment.
- The school will maintain a written record of all appeals and subsequent decisions. The awarding bodies will be informed of any change to an internally assessed mark because of an appeal, of any implications for the conduct of the examination or for the issue of results at the school. Full details of any appeal will be available to the awarding body on request.

23.0 Results

Whereby exams have taken place whilst the candidate is still attending school, the candidate will be informed in person of their results and any subsequent plans of action whether it be a re-sit or taking the next level. For any results that arrive once the candidates have left school, the results will be forwarded to them in person at their post-16 placement by the exams officer.

24.0 Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre.

All decisions on whether to make an application for an EAR will be made by the teacher in liaison with the Exams Officer.

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