



# **MAESTEG SCHOOL EXAMINATION POLICY**

## **Summer 2021**

### **CDG amendments (Appendix 1)**

In line with official guidance, this 'Examination Policy' should be read in connection with the following Procedures:

1. Examination Contingency
2. Controlled Assessment / Coursework
3. Internal Appeals
4. Emergency Evacuation of the Examination Room
5. Disability Policy in compliance with relevant legislation



## Public Examinations Policy

Public examinations provide vital summative assessment at the end of Key Stage 4 and Key Stage 5. This assessment gives information to students, parents, other education institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end Maesteg School participates willingly in the administration of these examinations in the best interests of the students and the School. In addition, other internally set and marked examinations may take place at other stages in a student's progress through the School in order to both prepare for public examinations and check student learning.

### Purposes

To ensure that:

- The exams system in this School combines entitlement with flexibility
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent
- Students undertake examinations knowing what is expected of them in terms of preparation and behaviour
- Teachers guide students in decisions about whether to withdraw an examination entry and do so with full knowledge of the implications for their careers or further education
- Staff understand fully their obligations and responsibilities with relation to examinations and examination bodies
- The School meets the requirements of examination security and is properly equipped to undertake the administration of examinations, including data processing and a results service
- Accurate examination data is available to inform target setting
- Curriculum planning, target setting and careers links take into account up-to-date information on the current examinations system
- The school complies with the obligations and expectations of JCQ as outlined in key documents such as 'Instructions for Conducting Examination' (ICE)
- The School fulfils all duties as an examination centre to the highest standards
- All individuals involved in the examination process approach all processes and expectations in a knowledgeable and consistent approach

### 1. Guidelines

Responsibilities for public examinations:

- i. The Head teacher, together with the Senior Management Team, has overall responsibility for the School as an examinations centre including external validation.
- ii. The Exams officer is responsible for ensuring that the school complies with the obligations expectations of JCQ as outlined in key documents such as 'Instructions for Conducting Examination' (ICE). This includes all relevant guidelines to ensure that exams are conducted in a fair manner as well as ensuring that relevant "Warning to Candidates" posters are displayed in all examination areas.



- iii. The Exams Officer is responsible for ensuring that all Invigilators attend a pre-Examinations Briefing to ensure they are aware of their roles and responsibilities in the conducting of Examination. The School document 'Advice for Invigilators for External Examinations' is used to support this process further.
- iv. The Exams Officer will ensure that all students are made aware of the expectations for their conduct during External Examinations through use of JCQ documentation such as the 'Warning to Candidates' poster and 'Use of Mobile Phones'
- v. The Exams officer is responsible in ensuring that the administration of entries, relevant paperwork, organisation of examination sessions and examination data (administrative data and results data) are carried out accurately and efficiently with realistic internal deadlines set so that external deadlines are met in advance. The Exams Officer will make sure that these deadlines are available for the year in September, and are present on the School Calendar. The Exams Officer also plays a key management role in post-results procedures – e.g. Results Day management and Analysis of Results data alongside the Data Manager.
- vi. Leaders of Personalised Learning (particularly year 11 and Sixth Form) need to be able understand the curriculum being studied by each pupil and using their pastoral oversight be able to provide guidance to Directors of Learning / Subject Leaders and students with respect to examination entries so that each pupil achieves their best. From Sept 2016, all Heads of House along with the Raising Standards Leaders for KS4 and KS5 will fulfil this role.
- vii. Directors of Learning, through their teams, are responsible for the decisions regarding entries for individual pupils within subjects and must ensure that pupils and parents are aware of entries. They are also responsible for ensuring that internal deadlines for exam data are met and that entry data is accurate so that amendment costs ('late fees') are not charged to the School.
- viii. Administrative staff provide support for the input of data, communication with the examination boards, posting of examination papers and the post results procedures
- ix. Where coursework / internal exams form part of the examinations process, Directors of Learning must ensure that work and/or marks are sent off to the appropriate person by the deadline date issued by the Examinations Board for that particular subject – e.g. Moderator, Subject Officer.

## **2. Literacy and Numeracy Standardised Tests**

- i. The Examinations Officer will be responsible for ensuring that all appropriate measures are in place for the security of papers and the organisation of all test procedures and invigilation requirements related to the tests in line with current JCQ guidelines.
- ii. The Literacy Coordinator and the Numeracy Coordinator will advise the Examinations Officer of all necessary procedures specific to the tests. The Coordinators will also oversee the correct assessment of the examinations in line with Consortium and Welsh Government guidelines.

## **3. At Key Stage 4 and post-16**

- i. All students should be entitled to and enabled to achieve an entry for qualifications from an external awarding body
- ii. If a student's entry in any subject is to be withdrawn there must be consultation with the student, parents, the subject teacher and the Director of Learning before any decision is made. Withdrawals should be given in writing to the Exams



officer who will then liaise with the Senior Manager with responsibility for examinations before a decision is made. Leaders of Personalised Learning (Heads of House from Sept 2016), in having the curriculum and pastoral overview for individual pupils, will be involved in the decision-making process. Withdrawals from examinations need to be made in advance of Examination Entry deadlines on the School Calendar.

- iii. Any proposed major changes to the examination board, style or timing of examinations, e.g. modular courses, must be discussed and approved by the Deputy Head teacher based on information given in writing by the relevant Director of Learning. The Exams officer will be informed of any changes
- iv. Amendment of entries which incur a financial penalty from the examination boards will be charged to subjects if they arise from that subject's error or omission.
- v. Amendment of entries which incur a financial penalty from the examination boards will be charged to parents if they arise from a student's error or omission
- vi. The School may impose a charge equal to the financial charges levied by examination boards on:
- vii. Students whose entries are withdrawn because of lack of coursework. In this instance, the student's teacher will have made every reasonable effort the coursework to be completed, reminding them of the financial charge should they not complete and be withdrawn.
- viii. Students who make a decision to sit or not to sit an examination after the entry deadline
- ix. Students who fail to attend an examination and do not produce medical evidence or evidence of other mitigating circumstances.
- x. The financial obligations of the examination process will be communicated in writing to students and parents/carers at the start of GCSE and post 16 courses



#### 4. At post-16

- i. It is expected that AS modules will be completed during year 12. Exceptions will arise whereby the curriculum is individualised to meet the needs of an individual student through discussion with the Leader of Personalised Learning (Sixth Form)(relevant Head of House/Raising Standards Leader KS5 from September 2016), Director of Learning, student and parent. The request for completion of an AS over two years will be given to the Deputy Headteacher so that a decision can be made.
- ii. Students will only be entered for aggregation in an AS subject at the end of year 12 if they have demonstrated that they are meeting the expected work requirements in the subject and attaining within the range A-E in their assessments (external or internal). If a student is not making the satisfactory effort and achieving well below expectation then they will not be entered for aggregation. Students not entered for aggregation will have to demonstrate their commitment by raising their performance in external examinations at the end of year 12 if they are to be considered for carrying on the Subject in year 13 at A2.
- iii. A review of each student's performance will take place at the end of year 12 conducted by the Leader of Personalised Learning (Head of House/Raising Standards Leader KS5 from September 2016). This will help to make decisions with respect to continuation in an examination subject so that individual students follow a curriculum into year 13 that will allow them to achieve success. When an individual subject is not continued into year 13 then additional AS subjects (or other) will be encouraged if needed.
- iv. The School will ensure that progression of a subject from AS in year 12 to A2 in year 13 is provided. However, depending on varying school factors this might happen either in reduced lesson allocation or through provision in a partner school / College.
- v. Re-sits in Year 12 will be charged to the candidate in advance of entry. This policy is communicated to students and parents at the start of year 12. Re-sit decisions will be made in consultation with the student, subject teacher, Director of Learning and examinations officer.
- vi. Each student in year 13 will be allowed to re-sit one module / examination from AS or A2 in each subject where it is clear that re-sitting that particular module / exam could positively impact on achieving the target grade. The Director of Learning will analyse results data to identify potential students for re-sits and then discuss with students and Leader of Personalised Learning (Head of House/Raising Standards Leader from September 2016). The Director of Learning will then pass a re-sit form to the Exams Officer who will discuss with the Senior Leader (Curriculum) before a final decision is made. Additional re-sits can be taken but will be charged to the candidate in advance of entry.
- vii. After the release of results, subject teachers may request the return of papers or a re-mark at their department's expense. If a student requires this service against the judgment of the Director of Learning, then the student will be charged.



## 5. External Candidates

In order to support life-long learning in the Community, Maesteg School will facilitate external candidates in the process of examination entry, and in accommodating candidates in sitting examinations within the school, *providing* they attend for interview with the Examinations Officer/Deputy Headteacher to discuss their needs prior to entry. Following interview and if the Examination Officer/Deputy Headteacher agree to the request, the external candidate will be charged both for their examination entry and for any subsequent costs (e.g. Invigilation) perceived in the management of their examination and delivery of results. All costs to be agreed and paid for prior to examination entry being processed.

## 6. Examination appeals procedures

The School is committed to ensuring that whenever staff assess students' work for external qualification, that this is done fairly, consistently and in accordance with the specification for the qualification concerned and the procedures outlined on the JCQ Website. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills. Students' work should be produced and authenticated according to the requirements of the examination board. Consistency should be assured by internal moderation and standardisation of all work which contributes to a final grade and in line with Exemplar/Standardisation material provided by the relevant exam Board. It is the responsibility of the Director of Learning, supported by the Examination Officer, to ensure that appropriate and relevant procedures are in place to ensure this. If a student believes that this may not have happened in relation to her work, she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.

The existence of this procedure is made known to students by reference in a letter and at the start of examinations courses and in this examinations policy, which is available for inspection on request.

- i. Appeals should be made as soon as possible, and must be made at least two weeks before the end of the last externally assessed paper in the examinations series.
- ii. Appeals should be made in writing to the examinations officer who will investigate the appeal. If the examinations officer was directly involved in the assessment in question, she will appoint another member of staff of similar or greater seniority to conduct the investigation. Likewise if the examination officer is not able to conduct the investigation for any other reason.
- iii. The person conducting the investigation will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and examination code of practice. This will be done before the end of the series.
- iv. The result of the appeal will be made known in writing to the parties concerned, together with any correspondence with the awarding body, any changes made to the assessment of the piece of work in question and any changes made for the future.
- v. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.
- vi. 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. That is outside the control of the School and is not covered by this procedure. Details of the appeals procedure for the relevant awarding body are available from the examination officer.

## **7. Responsibilities**

- i. The examinations officer is responsible for ensuring the collection of entry information by internal deadlines and for despatching entries to exam board in advance of external deadlines.
- ii. Directors of Learning, through their teams, are responsible for accurate completion of entry mark sheet and adherence to deadlines.
- iii. The responsibility of the DoLs as budget holders is to ensure that the exam budget is used efficiently and effectively. The Curriculum Director has overall responsibility of the budget, and as such all procedures as mentioned above regarding Exams Entries must be closely followed so that the Curriculum Director is aware of all entries / amendments etc.
- iv. The Deputy Headteacher and the Headteacher, through consultation with all stakeholders, need to make final decisions with respect to the curriculum followed and how it is examined. Any proposed changes must be discussed with the Deputy Headteacher so that they can be considered from a whole School perspective in terms of how these decisions can affect whole school results. A decision will then be made by SLT on whether a proposed change can take place.
- v. Role of the Governing Body- Updates will be made to Governors in termly briefings with respect to the curriculum and any changes in exam boards.

## **8. Invigilation**

The Examination Officer will assess all requirements demanded by the Examination Boards with regards to invigilation of examinations, and to ensure the numbers of suitable trained staff are provided and allocated appropriately in designated examination rooms. The Examination Officer will identify and provide any invigilator training needs in consultation with SLT.

## **9. Certification**

All Certificates will be collated in an appropriate system to be easily distributed. All certificates must be signed for on collection from School. Any duplicate or replacement of that certificate that has been previously signed for is the sole responsibility of the student/parent to replace. If the Examination Officer is requested to , and is able to, assist in the process of a replacement being obtained then the student/parent will be made aware of the costs that they will incur, and appropriate payment before the request is processed.

## **10. Process**

- i. The examinations officer ensures the activation of a new season in SIMS
- ii. The examinations officer ensures that new exam details are set up in SIMS if necessary
- iii. The examinations officer sets internal entry deadline dates and posts them on the School Calendar in September.





- iv. The examinations officer ensures the distribution of entry mark sheets to Directors of Learning who then ensures their completion in line with Faculty policy. (specified date given)
- v. Designated Faculty Staff / Dep.DoL / KS Co-ord / Subject Leaders / Teachers return completed mark sheets to the Director of Learning who then ensures return to the examinations officer by the specified date
- vi. The examinations officer ensures the input of entries onto SIMS
- vii. The examinations officer ensures the completion of an Entries Broadsheet Summary that summarises all examinations being entered.
- viii. The examinations officer ensures entry lists are printed off and then distributes to Directors of Learning.
- ix. Subject teachers authorise return checked entry lists by specific date and return to Director of Learning who then returns to the examinations officer by the deadline.
- x. The examinations officer makes any amendments if applicable
- xi. The examinations officer ensures candidates are assigned UCI numbers
- xii. The examinations officer ensures the creation of electronic files
- xiii. The examinations officer ensures electronic entry file
- xiv. The examinations officer supplies students with 'Statement of Entry'
- xv. Penalty fees will be fully charged to departments for late entries.





## **Appendix 1 – Centre Determined Grade amendments**

**Assessments that are described as being completed under “High Level controls” in subject assessment plans will be completed under the conditions described in this policy. Any amendments from this policy are listed below:**

### **1. Guidelines**

- ii Published deadlines may not be applicable with respect to Centre Determined Grades (CDGs).
- iii Deadlines and requirements relating to coursework and internal examinations is not applicable to CDGs.
- Vii All teaching staff will receive guidance on how CDG assessment tasks must be completed in line with the Centre Assessment Policy.
  - a) The external examination requirements of JCQ will be followed subject to the following amendments:
    - 1 Candidates will not be separated according to specified JCQ distances but will be separated as much as classroom logistics allow.
    - 2 Candidates are likely to be supervised by a subject specialist.

### **3. Public examinations at Key Stage 4 and post -16**

Vii Re-marking of papers is unlikely and is subject to further guidance from JCQ and WJEC.

### **6. Examinations appeals procedures**

Usual appeals procedures will not apply and will be subject to the 3 stage process described under JCQ and WJEC guidance.

The first stage of the appeals process is a review of CDG grade made on the grounds of a procedural or judgemental error. This first stage of appeal is a review that is carried out by the centre and will follow the process described below:

- A member of SLT will be appointed to check for any procedural error.
- If no procedural error is found the member of SLT will instruct the Director of Learning/Subject Leader to produce all evidence that was used to determine the grade that was awarded. If there is obvious evidence that an error has been made with respect to the awarded grade, the member of SLT will instruct the Director of Learning/Subject Leader to change the grade and amend the Learner Decision Record.
- If the member of SLT and Director of Learning/Subject Leader do not agree at this point, the evidence will be presented to the Headteacher for a final decision on what grade should be awarded.
- If following this process, it is agreed that the grade should be amended, the candidate will be informed of this decision at the earliest opportunity.
- If there is agreement between the member of SLT and the Director of Learning/Subject Leader that the initial CDG is a correct result, the candidate



will be informed and they would be invited into school (with a parent/carer if requested) to discuss the grade.

- This meeting will be conducted by the Director of Learning/Subject leader with support from the SLT link.
- The evidence used to arrive at the CDG will be presented and explained to the candidate (along with any accompanying person).
- If the candidate (parent/carer) feels that the grade is not appropriate following this explanation, then the options are an appeal to the WJEC or a complaint via the school's complaints procedure which can be accessed using the following link <https://www.maestegcs.bridgend.sch.uk/wp-content/uploads/2019/01/School-Complaints-Policy.pdf>
- Future guidance from WJEC will provide clarity on this next stage and any required amendments to this policy will be made as soon as possible.

## **7. Responsibilities**

The Director of Learning is responsible for ensuring that the completed assessment content along with any associated paper work that is used for recording of results, is stored in a safe and secure location

## **8. Invigilation**

All teaching staff will receive guidance on the requirements of High, Medium and Low level controls with respect to supervision of assessment tasks.