




**THE
LONG EATON
SCHOOL**

Examination & Appeals Policy

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Signed:	
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To be Reviewed By:	Miss Rapkin

School Examination Policy

The school's Examination Officer is responsible for the organisation of entries, examinations, dispatch of papers, correlation of results and certificates and all external returns or reports connected to the external examinations process at KS3, KS4 and 16+.

External Examinations sat in School

It is the responsibility of the Examinations Officer to organise the sitting of all external examinations in accordance with the regulations met by the awarding or organising bodies. The Examinations Officer is responsible for ensuring that Special Educational Needs student's requirements are met, in consultation with the SEN co-ordinator.

School Policy

In line with the general school policy, every student should be encouraged to complete examination/course preparations and coursework to the best of their ability. Examinations 'success' must be viewed in relative terms and wherever possible, students must be given the opportunity to complete courses and embark upon final assessment.

The school is responsible for ensuring all students have the best possible chances of success in external examinations and that students are not disadvantaged by organisational or curricular failures.

All examination courses must therefore be carefully monitored as follows:

It is the responsibility of the Examinations Officer to:

- Distribute information about the continuing viability of proposed school courses to the relevant CTL. New information regarding excluded subject combinations must also be distributed.
- Distribute new information related to assessment requirements and required subject content.

It is the responsibility of the CTL to:

- Annually check the current viability and any altered requirements of their courses.
- To inform the Examinations Officer of any changes in examination boards or courses offered before the beginning of the academic year.
- Ensure that all staff delivering courses which are subject to change are clearly informed of the changes prior to planning course details.

It is the responsibility of CTLs and the SLT link to ensure that adequate planning and development occurs to ensure the effective organisation of new/changed examination courses.

If errors occur which may adversely affect student performance it is the responsibility of the CTL to immediately inform the Examinations Officer and the SLT. The school will then contact the relevant examination board and argue the case for the students concerned in an open manner and without delay.

The school Examinations Officer is responsible for taking steps to ensure that individual examination entries are accurate and fully understood by the students.

The outline for examination entries is as follows:

1. Staff are issued with teaching group lists. These are marked to indicate possible entries and returned to the Examinations Officer, who checks for anomalies and queries.
2. The Examination Officer submits entries to the examination boards and provides teaching staff with printed entry lists. These are checked and amended if necessary.
3. Once entries have been finalised, students receive a printed timetable of their exams, which they check for accuracy. Any errors are corrected by the Examinations Officer. Students are issued with new timetables when the amendments have been made.
4. It is the responsibility of CTLs to ensure that accurate entry information is received by the Examinations Officer before the deadlines stipulated by the examinations board. Late entry or amendment fees will be charged to the relevant department.
5. The school reserves the right to charge students late entry or amendment fees where the responsibility for entry omissions/amendments is judged to rest with the student/parent.

For each Student/Examination Group, the following routines should be followed:

- CTLs are responsible for making every effort to ensure that coursework and other requirements for examination course are met by the students to the best of their abilities.
- The subject teacher should ensure that students understand the assessment requirements of the course including the examinations papers and the role of any coursework in the process.
- The subject teacher should ensure that students are aware of their level of entry for the subject and the particular examination papers that are appropriate (see Assessment Policy).
- The subject teacher should ensure that students are aware of any deadlines for coursework and the importance of meeting these. Monitoring by teachers should provide early warnings concerning those who are falling behind with coursework. Where coursework deadlines are not met by students the subject teacher should inform the CTL. It is an important departmental responsibility to ensure that parents/guardians are informed **as soon as possible** of a student's failure to meet an academic deadline. The Achievement Leader for the year must also be informed.
- The Achievement Leader should monitor students to ensure that they are coping with coursework requirements. Action may be taken by the Achievement Leader to modify the demands upon students who are finding the combined course requirements unexpectedly demanding.
- The subject teacher should provide feedback on coursework and details of omissions or possible amendments as soon as possible. Students should not be disadvantaged by being confronted with further, last minute coursework requirements. Examination board requirements regarding the assistance of students with coursework must be known and adhered to.
- CTLs and Achievement Leaders should consult upon coursework deadlines in order to spread demands as far as possible at an early point.
- The school is responsible for planning with students a balanced and individually challenging series of examination entries. This should not make unreasonable demands upon the students.
- In judging the suitable course loading for each student, a number of individual factors are considered, including the pressures of chosen GCSE courses. The number and nature of outcomes intended is considered.

SEN Provision for Examinations

It is the responsibility of the Student Support Centre staff to produce an 'Access Arrangements in Examinations' booklet, giving details of:

- Students requiring access arrangements
- Details of these arrangements, including staffing, to all CTLs, SLT and the Examinations Officer. It should also be copied to the staff notice board.

Examinations Conduct

It is the responsibility of the relevant Achievement Leader to inform students of the overall code of conduct required in exams. It is the responsibility of subject teachers to ensure students are aware of the requirements of the examination and the equipment/resources required. Students should be familiar with the format of the examinations via their subject teachers.

Examination Entry Policy and Charging

All students will have the opportunity to sit all tests appropriate to their level of study. Programmes of Study will identify the sequence of tests appropriate for each year group. Opportunities to maximise the possible chances of success should be built into the programme.

All examination fees are to be paid for by the school. **Only re-sit** examinations will be paid for by the student/parent. In exceptional circumstances the cost of re-sit examination and payment will be considered by the relevant CTL in conjunction with the Exams Office. The sequencing of examinations will be phased by curriculum teams to ensure students' opportunities to succeed are maximised. The dates of examinations are to be shared with students and parents.

Appeals against Internal Assessment of Work for External Qualifications

The Long Eaton School is committed to ensuring that whenever its staff assesses students' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualifications concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications of each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, then he/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 submitted by the school for moderation by the awarding body.

1. Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the June exam series).
2. The candidate's parent/guardian must make the appeal in writing to the Examinations Officer, who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision.
3. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of the QCA.
4. The candidate will be informed in writing of the outcome of the appeal including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
5. If the candidate is not happy with the written report they have received, they may request a personal hearing before an appeals panel. This must be within two working days of receipt of the written reply to the original appeal.
6. The appeals panel will consist of a senior member of staff, the Achievement Leader and a school governor. The candidate will be given at least two days notice of the hearing date and will be given a breakdown of the marks awarded in advance of the appeal. The candidate (plus a parent/guardian if requested) and teacher(s) involved will be present at the hearing.

7. The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding the body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of The Long Eaton School and is not covered by this procedure. Each awarding body has its own appeal procedure which is available from the Examinations Officer.

Enquiries about External Assessment Marks

Where a candidate is unhappy with the mark awarded for a particular exam unit (e.g. written exam, coursework, practical assessment etc) a clerical check or re-mark may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered. Where the school does not support the request, the candidate will be responsible for paying the relevant fee. The decision as to whether to support an enquiry will be made by the school on the basis of several factors, including knowledge of the exams system and professional judgement.

Internal Exams

All internal examinations, apart from Year 7 CAT tests, Year 7 and Year 8 examinations are organised by the Examinations Officer, following consultation with CTLs and Achievement Leaders.

It is the responsibility of the SENCO to organise the ordering and sitting of the Year 7 CAT tests and to distribute the results to the Year 7 Achievement Leader and SLT link.

It is the responsibility of the Achievement Leaders to organise examinations in class for Years 7 and 8.

