

SPALDING HIGH SCHOOL



EXAMINATIONS POLICY

HEADMISTRESS:		Mrs M K ANDERSON
LINK GOVERNOR:	(STANDARDS & SEND) (SAFEGUARDING)	Mrs D MULLEY Mr E FRAGALE
DATE AGREED:		June 2019

Executive Summary:

This policy sets out the procedures for the administration of examinations/assessments at Spalding High School. This policy is written to follow the regulations set out in the Joint Council for Qualifications publication: '*General regulations for approved centres, 1 September 2019 to 30 August 2020*' and due credit is given to this publication in the construction of our School policy.

Review Date: June 2021

Links to related policies:

- Assessment, monitoring and reporting policy
- Behaviour for learning policy
- Charging policy
- Curriculum policy
- Equality and diversity policy
- Student acceptable use agreement
- Personal and electronic devices, mobile phone and social media policy
- SEND policy

Chair of Governors

Date

Headmistress

Date

Section 1: Rationale

All assessments and examinations will be conducted in accordance with the **Joint Council for Qualifications (JCQ) regulations for approved centres (September 2019 – August 2020)** and with reference to the following **JCQ publications**:

- Access arrangements and reasonable adjustments
- Instructions for conducting examinations
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments and
- Suspected Malpractice in Examinations and Assessments – policies and procedures

Section 2: Registration, Identification & Certification

- 2.1 The identification of all candidates will be confirmed on their enrolment to Spalding High School and photographs of all students are taken and kept on SIMS.
- 2.2 A Unique Candidate Identifier (UCI) and a Unique Pupil Number (UPN) will be maintained for each candidate entered for an examination or assessment.
- 2.3 All individual candidates will be registered to the correct programme/examination/assessment within the timescale set by the examination board and in accordance with the awarding bodies' published procedures for that qualification. Heads of Department and the Examinations Officer liaise to ensure the accuracy of registrations.
- 2.4 Candidates who are on roll at Spalding High School will be entered as internal candidates (any private candidates will be required to provide photo identification).
- 2.5 Candidates will be made aware of their registration status and will be notified of their examination entries and the dates and times of their assessments and examinations.
- 2.6 The awarding body will be made aware of withdrawals, transfers or changes to candidate details.
- 2.7 Candidates will be identified as they line up for the examinations by the Head of Year and Examinations Officer. A file containing a print out of photographs of all candidates will be available in the main examination venue (the gym). If invigilators have any concerns regarding the identity of a candidate then a member of SLT will be called. The photographs will be destroyed at the end of the examination season.
- 2.8 Prior to the official dates and times for the release of results to candidates, Spalding High School will keep result files and their contents entirely confidential to the Head of Centre, Examinations Officer and those senior members of staff who, in the opinion of the Head of Centre, need to be made aware of the information.
- 2.9 Provisional statements of results will be issued, in hard copy, to the candidate themselves (unless written permission has been granted by the candidate to release the results to another person).
- 2.10 Certificates will be checked for accuracy when they arrive in school.
- 2.11 Candidates will be informed of the dates for collection of certificates – GCSE certificates will be awarded at the GCSE presentation afternoon and A level/BTEC certificates at Senior Prize giving. A record will be kept of the certificates that are issued.
- 2.12 All unclaimed certificates will be kept securely for a minimum of 12 months and reminders will be sent to students to collect unclaimed certificates. After a period of 24 months, any unclaimed certificates will be destroyed by shredding. A record of certificates that have been destroyed will be retained for four years from

the date of destruction. Candidates will be informed that some awarding bodies do not offer a replacement certificate service.

Section 3: Non-Examination Assessment (NEA)

- 3.1 Non-examination assessment is a form of internal assessment for reformed GCSE and GCE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written examinations. **It also includes the assessment of the assignments for the BTEC Extended Certificate in ICT.**
- 3.2 Non-examination assessment applies control over internal assessments at three points:
- Task setting
 - Task Taking
 - Task marking
- 3.3 Responsibilities – the basic principles

Head of Centre

- To be familiar with the JCQ instructions for conducting non-examination assessment.
- To be responsible to the relevant awarding bodies to ensure that all non-examination assessments are conducted according to the qualification specifications.
- To ensure that the Centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks (see page 7).
- To ensure the Centre calendar records assessment schedules at the start of each academic year.

Examinations Officer

- To be familiar with JCQ instructions for conducting non-examination assessment and other JCQ documentation.
- To be familiar with general instructions relating to non-examination assessment from relevant awarding Bodies.
- In collaboration with Heads of Departments, to submit non-examination assessment marks to the relevant awarding Body.
- In collaboration with Heads of Departments, dispatch students' assessments for moderation.
- In collaboration with Heads of Departments, make appropriate arrangements for the security of non-examination assessment materials.

Quality assurance (QA) lead/lead internal verifier (BTEC Extended Certificate in ICT)

- To confirm with the subject heads that appropriate awarding body forms and templates for non-examination assessments are used by teachers and candidates.
- To ensure appropriate procedures are in place to internally standardise/verify the marks awarded by the subject teachers in line with the awarding body.
- Documentation to capture/record relevant information as provided by BTEC to be used for the delivery of information to candidates.
- Where not provided by the awarding body, to ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

Head of Department

- To be familiar with JCQ instructions for conducting non-examination assessment.
- To understand and comply with specific instructions relating to non-examination assessment for the subject and relevant awarding body.
- To ensure that individual teachers within the department understand their responsibilities with regard to non-examination assessment.
- To ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and reformed specifications.
- To obtain confidential materials/task set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- To undertake departmental standardisation of non-examination assessments.
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with Examinations Officer, make appropriate arrangements for security of non-examination assessment materials.

SENDCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to access arrangements.
- In collaboration with the Examinations Officer, co-ordinate and complete requests for access arrangements.

Subject Teachers

- To supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance as the specifications allow.
- To ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- To mark internal assessed components using the mark scheme provided by the awarding body. Submit marks through the Examinations Officer to the awarding body when required via the Head of Department, keeping a record of the marks awarded.
- Where assessments are marked internally, teachers need to disclose the mark to the candidate with adequate time to allow for an internal appeal to take place.
- Where assessments are marked internally, teachers must explain to candidates that the marks may change when sent to the awarding body for moderation.
- To take part in appropriate departmental standardisation of non-examination assessments.
- To retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, to retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- To ask the Special Educational Needs Co-ordinator (SENDCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

3.4 Task Setting – in accordance with specific GCSE/GCE awarding body guidelines

- Heads of Department will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.
- Subject teachers will ensure that students understand the assessment criteria for any given assessment task.
- For the **BTEC Extended Certificate in ICT** subject tutors can set their own assessments or use the pre-set ones from the exam board. Pre-set assessments are internally verified and submitted for external verification via MyBTEC with minimal additions. In-house assessments must be written, verified and uploaded well in advance so that they can go through the same process as the pre-set ones. Assessments must have been signed off before being set for completion by students. Only tasks that have been approved and appear on the assessment plan may be used.

3.5 Task Taking – unless the awarding body’s specification says otherwise, the following arrangements will apply:

- In accordance with JCQ regulations, invigilators and JCQ ‘Warning Posters’ are not required.
- Teachers will ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate’s own work.
- Teachers will also ensure that they keep a record of each candidate’s contribution in group work, where applicable.
- Teachers will also ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
- Teachers can provide candidates with general feedback and allow candidates to revise and re-draft work but must not provide model answers or writing frames specific to the task nor assess the work then allow the candidate to revise it. Any assistance given must be recorded and taken in to account when marking the work. Explicitly prohibited assistance must not be given and no assistance should be given if there are no means to record it and take account of it in the marking. Failure to show this procedure constitutes malpractice.
- Teachers must be aware of the awarding body’s restrictions with regard to access to resources. In formally supervised sessions candidates can only usually take in preparatory notes, they must not access nor bring in their own computers or electronic devices. They must not introduce new resources between formally supervised sessions. Materials must be collected and stored securely at the end of each session and not be accessible to candidates.
- For the **BTEC Extended Certificate in ICT** assessments are set to a specific deadline that has been pre-approved via MyBTEC and with the internal verifier. Students can be given time in lessons and externally to complete the work. They must ensure that work is their own and sign to confirm this.

3.6 Authentication

Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other result enquiry has been completed, whichever is later. Following this date the forms will be destroyed by shredding.

3.7 Task Marking

Teachers are responsible for marking work in accordance with the marking criteria. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.

3.8 Task marking - **BTEC Extended Certificate in ICT**

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- Must show the formal decision and how it has been reached, indicating how or where criteria have been met;
- May show why attainment against criteria has not been demonstrated;
- Must not provide feedback on how to improve evidence;
- Must be validated by an IV before it is given to the learner.

Resubmission of improved evidence:

- An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief;
- Retake opportunity;
- A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

3.9 Enquiries About Results

- Internally assessed component results (grades) cannot be reviewed individually after the summer results have been issued. The NEA marks can be appealed before they have been submitted. (See section 4 - appeals & complaints.) A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

3.10 Factors affecting individual candidates

- If a candidate misses part of a Non-examination assessment task through absence, an alternative supervised session will be organised;
- The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school;
- Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements;
- The school will consider requests to repeat Non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body. Decisions will be made on an individual basis, by SLT in consultation with Heads of Departments;
- If a Non-Examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

Section 4: Appeals – Centre Assessed Marks (GCSE Controlled Assessments, GCE Coursework, GCE and GCSE Non-examination Assessments)

- 4.1 Spalding High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- 4.2 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Spalding High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- 4.3 After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. **The moderation process may lead to mark changes.** This process is outside the control of Spalding High School and is not covered by this procedure.

Requesting an internal review of marking:

- 4.4 Subject teachers will ensure that candidates are informed of their centre assessed marks (but not grades, in line with the exam board regulations) and advise candidates that, if they believe the mark awarded is inaccurate, they may request a review of the centre's marking, before marks are submitted to the awarding body. For deadline dates see the table in Appendix 2.
- 4.5 Should a candidate wish to request a review of the marking an appointment must be made with the Head of Department to discuss how the marks have been awarded. Parents/carers must attend this meeting. Copies of the marked work, relevant specification and associated subject-specific documents will be made available at that meeting to assist the parent/carer and candidate in considering whether to request a review of the marking and assessment.
- 4.6 Following the meeting, should the parent/carer and candidate still believe the mark to be inaccurate then they may request a review of the marking. The request must be made in writing to the Head of Centre, Mrs M Anderson, by the deadline dates published by the School. The letter must explain the reasons for the request and why there is a dispute with the centre allocated marks as explained by the Head of Department.

Candidates and parents/carers must be made aware that marks can go up or down and should complete and sign the review of marking request form before the review takes place (See Appendix 1)

- 4.7 The review of marking will be conducted by a member of staff at Spalding High School who has appropriate competence to review the marking, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- 4.8 If the mark changes the reviewer will work with the Head of Department to review the marks of other candidates to make sure that they are consistent with the outcome of the review. The candidate will be informed in writing of the outcome of the review of the centre's marking. The outcome of the review of the centre's marking will be made known to the Head of Centre and a written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
- 4.9 The appeals process for BTEC internal assessments is outlined in the '**Enquiries and appeals about Pearson vocational qualifications and end point assessment policy**' **October 17**. For BTEC assessments the centre will follow the procedures outlined in this policy.

Section 5: Appeals against Externally Awarded Marks and Grades - Enquiries about Results (EARs)

- 5.1 A student may query a mark/grade awarded by an Awarding Body. The student should contact the subject teacher/HOD as soon as possible (but at least 5 working days before the published deadline for EARs), preferably in person, to discuss the mark/grade. The Examinations Officer will advise on the options available to query the mark/grade and the costs involved.
- 5.2 **The following Enquiries about Results (EARs) are available in 2019:**
- Re-check of all clerical procedures leading to a result;
 - Post results review of the original marking to ensure the agreed mark scheme has been applied correctly;
 - Post results review of moderation to ensure the assessment criteria has been fairly, reliably and consistently applied (whole cohort);

The following access to scripts options are available:

- A photocopy of the script (All exam boards for A level, EDEXCEL for GCSE) available before the EAR deadline;
 - Original script.
- 5.3 The subject teacher will review the student's marks/grades and discuss with the Head of Department to agree on the appropriate action taking into account the breakdown of marks, the grade boundaries and the student's predicted grades;
- 5.4 For all EARs the candidate must complete a post results service application form. This confirms that the candidate understands that the remark may result in the original mark being lowered as well as raised;
- 5.5 If the school is to query the result, then the appropriate form should be completed confirming who will pay for the remark;
- 5.6 If the student is to pay for the remark, then the appropriate payment, in the form of a cheque, must be provided to the Examinations Officer before the enquiry can be submitted, along with a signed consent form. A receipt will be issued to the student. The cheque will be held securely by the Examinations Officer until the enquiry has been finalised. If the EAR results in the original overall certification grade remaining unchanged then a charge will apply and the candidates' fee will be cashed. If the original certification is amended, then there will be no charge and the fee will be returned to the student;
- 5.7 Outcomes following EARs will be forwarded by the Examinations Officer to the student as soon as practicable after they have been received from the Awarding Bodies.

Section 6: Malpractice

- 6.1 'Malpractice', **which includes maladministration and non-compliance**, means any act, default or practice which is a breach of the Regulations or which:
- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; **and/or**
 - Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre.

Responsibilities

- 6.3 **Head of centre** - Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators and other administrative staff. Ensures the centre adheres to the guidelines outlines in the **JCQ publication: Suspected Malpractice in Examinations and Assessments: Policies and Procedures** and that all teachers are aware of the JCQ Notice to Centres – Teachers sharing assessment material and candidates' work.
- 6.4 **Examination Officer/Deputy Headteacher** - Ensures all students receive an examination and non-examination assessment briefing to outline the guidelines covered in the following notices:
- JCQ Information for candidates: non-examination assessment;
 - JCQ Information for candidates: using social media and examinations/assessments;
 - JCQ Information for candidates: for written examinations;
 - All students will receive paper copies of these documents following the briefing;
 - They can also be accessed via the school website.

Section 7: Exam Contingency Plan

- 7.1 This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Spalding High School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.
- 7.2 At all times, the Examinations Officer, Assistant Examinations Officer and Senior Leadership Team will liaise with the relevant Awarding Body to ensure any contingency plans meet with its requirements and JCQ regulations.
- 7.3 Alongside internal processes, this plan is informed by information contained in the *Joint contingency plan for the examination system in England, Wales and Northern Ireland* where it is stated that “Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.”

Causes of potential disruption to the exam process:

7.4 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:

- *Planning*
 - Annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered;
 - Annual exams plan not produced identifying essential key tasks, key dates and deadlines;
 - Sufficient invigilators not recruited and trained.
- *Entries*
 - 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.
- *Pre-exams*
 - 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.
- *Exam time*
 - Exams/assessments not taken under the conditions prescribed by awarding bodies;
 - Required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration;
 - Candidates’ scripts not dispatched as required to awarding bodies.
- *Results and post-results*
 - Access to examination results affecting the distribution of results to candidates;
 - The facilitation of the post-results services.

Centre actions:

Assistant Examinations Officer to assume responsibility for the above tasks with the support of the Senior Leadership Team (SLT).

7.5 SENDCO/SEND Manager extended absence at key points in the exam cycle:

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
 - Candidates not tested/assessed to identify potential access arrangement requirements;
 - Evidence of need and evidence to support normal way of working not collated.
- *Pre-exams*
 - Approval for access arrangements not applied for to the awarding body;
 - Modified paper requirements not identified in a timely manner to enable ordering to meet external deadline;
 - Staff providing support to access arrangement candidates not allocated and trained.
- *Exam time*
 - Access arrangement candidate support not arranged for exam rooms.

Centre actions:

The Examinations Officer and Assistant Examinations Officer to work with SLT/Pastoral staff to identify students where applications for access arrangements may be required. The employment of outside agencies/professionals may be required.

7.6 Teaching staff extended absence at key points in the exam cycle

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:

The Examinations Officer to liaise with acting Head of Department and/or line manager and SLT to ensure all necessary deadlines are adhered to. Where this is not possible, the Examinations Officer will liaise with the relevant Awarding Body and act upon advice received.

7.7 Invigilators - lack of appropriately trained invigilators or invigilator absence

- *Failure to recruit and train sufficient invigilators to conduct exams;*
- *Invigilator shortage on peak exam days;*
- *Invigilator absence on the day of an exam.*

Centre actions:

The Examinations Officer and Assistant Examinations Officer will review the invigilation staffing at the start of each academic year to ensure sufficient staff are recruited and trained in a timely fashion. The Examinations Officer will be aware of the school staff available for invigilation duties at short notice and for peak exam days.

7.8 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice:

- *Examinations 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 expected incident at exam time.*

Centre actions:

The Examinations Officer will organise rooming for examinations before the Easter holidays ensuring sufficient time is available to identify appropriate rooms and plan appropriately. In the event of a room not being available at very short notice, sufficient staff will be made available to ensure the security of the examination is not compromised whilst alternative rooming is sourced. The SLT will work with the Examinations Officer at all times during such emergencies.

7.9 Failure of IT systems:

- *MIS system failure at final entry deadline;*
- *MIS system failure during exams preparation;*
- *MIS system failure at results release time.*

Centre actions:

The Examinations Officer, in consultation with the SLT, will make entries from another venue direct to the Awarding Bodies. Results may also be accessed directly from the Awarding Body. At all times during the system failure the Examinations Officer will liaise with the Awarding Body to minimise disruption and costs incurred.

7.10 Disruption of teaching time – centre closed for an extended period:

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:

SLT to manage all such incidents.

7.11 Centre unable to open as normal during the exams period:

Centre unable to open as normal for scheduled examinations.

Centre actions:

The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

- Alternative venue – Spalding Parish Church of England Day School

7.12 Candidates unable to take examinations because of a crisis – centre remains open:

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

Centre actions:

The Examinations Officer will contact the relevant Awarding Body to discuss alternative arrangements and liaise with the SLT to take appropriate action.

7.13 Disruption to the transportation of completed examination scripts:

Delay in normal collection arrangements for completed examination scripts.

Centre actions:

The Examinations Officer will contact the Awarding Body to notify them of any such difficulties and put in place suitable alternative arrangements.

7.14 Assessment evidence is not available to be marked:

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

Centre actions:

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice given.

7.15 Centre unable to distribute results as normal:

Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services.

Centre actions:

The Examinations Officer will contact the Awarding Body to notify them of any such incidents and act upon advice.

Further guidance to inform and implement contingency planning

GOV.UK

Emergencies and severe weather: schools and early year's settings

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide - Contingency planning

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland

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

JCQ

Guidance on *alternative site arrangements*

<http://www.jcq.org.uk/exams-office/forms>

Instructions for conducting examinations

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/instructions-for-conducting-examinations-2019-2020>

Guidance on *access arrangements and special consideration*

<https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20>

REQUEST FOR REVIEW OF CENTRE ASSESSED MARKS & CANDIDATE CONSENT FORM

In order to proceed with any request, you must **fully complete** and **sign** this form. This confirms that you have understood what the outcome of an enquiry might be, and that you give your consent for the service requested. The completed **form** must be sent to the Head of Centre, Mrs Anderson by the appropriate deadline to be processed.

- **FORMS WILL NOT BE ACCEPTED AFTER THE DEADLINE**

Please Note:

There are three possible outcomes:

1. Your original mark is confirmed as correct, and there is no change to your mark.
2. Your original mark is **raised** so that your final mark may be higher than the original mark you received.
3. Your original mark is **lowered** so that your final mark is lower than the original mark/grade you received.

Please be aware that in this case, the LOWER mark will count.

Candidate Name:	Form:	Candidate Number:
Awarding Body:		
Subject:		
Unit/Paper Code		

GROUND FOR APPEAL

(Please note your reason cannot be based on your marks only, i.e. I believe I deserve a higher mark)

I have discussed the appeal with my Parent(s)/Carer(s) and we are in agreement to proceed with the appeal process. I have read and understood the important information.

Candidate Signature:	Date:
-----------------------------	--------------

Internally Marked NEA Deadlines 2020

	Subject	Component Code		Deadline to Board	Deadline for marks to students	Deadline for parental meeting with HOD & an internal review of marking	Deadline for internal review of marking
GCSE	Physical Education	8582/C	NEA	March	4th March	11th March	18th March
GCSE	Drama	Component 1	NEA	24th March	4th March	11th March	18th March
A	PE	H555/04	Coursework	31st March	11th March	18th March	25th March
GCSE	DT : Textiles	8552/C	NEA	7th May	20th April	27th April	1st May
GCSE	Food Preparation and Nutrition	8585/C	NEA	7th May	20th April	27th April	1st May
GCSE	English Language	8700/C	NEA	7th May	20th April	27th April	1st May
GCSE	DT: Product Design	1DT0/02	NEA	15th May	24th April	1st May	7th May
GCSE	Music	J536/01	NEA	15th May	24th April	1st May	7th May
GCSE	Music	J536/02	NEA	15th May	24th April	1st May	7th May
Level 3	Criminology	Unit 1	Coursework	15th May	24th April	1st May	7th May
A	DT: Fashion and Textiles	7652/C	NEA	15th May	24th April	1st May	7th May
A	DT: Product Design	9DT0/02	NEA	15th May	24th April	1st May	7th May
A	English Language	7702/C	NEA	15th May	24th April	1st May	7th May
A	English Literature	7717/C	NEA	15th May	24th April	1st May	7th May
A	Geography	7037/3	NEA	15th May	24th April	1st May	7th May
A	History	9H10/04	NEA	15th May	24th April	1st May	7th May
A	Drama and Theatre Studies	Component 1	NEA	15th May	24th April	1st May	7th May
A	Biology	9BNO/04	Practical endorsement	15th May	24th April	1st May	7th May
A	Chemistry	H432/04	Practical endorsement	15th May	24th April	1st May	7th May
A	Physics	7408/C	Practical endorsement	15th May	24th April	1st May	7th May
GCSE	Art and Design (Fine Art)	8202/C	Portfolio	31st May	7th May	15th May	22nd May
		8202/X	Exam Piece	31st May	7th May	15th May	22nd May
A	Art and Design (Photography)	7246/C	Portfolio	31st May	11th May	15th May	22nd May
		7246/X	Exam Piece	31st May	11th May	15th May	22nd May
A	Art and Design (Fine Art)	7202/C	Portfolio	31st May	18th May	20th May	22nd May
		7202/X	Exam Piece	31st May	18th May	20th May	22nd May