



GOSDEN HOUSE SCHOOL ACCESSIBILITY POLICY

Gosden House School recognises and values the contributions that parents, carers, governors and other members of the community can make. We will endeavour to encourage the wider community to understand the aims and vision of the school and to involve them wherever possible.

GOSDEN ETHOS

At Gosden House School, we recognise each child and young person's unique experience. We seek to understand the motives, wishes and feelings behind behaviour because we know that all behaviour is communication. We aim to nurture connection, build healthy relationships and promote resilience to achieve success in the present and hope for the future

Provision of information in other formats

We will endeavour, wherever possible, to provide information in alternative formats when required or requested.

Examples of this are by using email, royal mail, enlarged print versions, audio tapes, translations, symbolled text.

Adequate prior notice would be required through the school office.

Accessibility to premises

To continue to ensure that the school building and grounds are accessible to the extended school community, pupils, staff, governors, parents and community members.

EXAMS POLICY

Date of original policy	July 2017
Original school author	Emily Mainwaring
Review date and SLT initial	Feb 2019
Next review date	Feb 2021
Date approved and signed in governing body meeting (if Applicable)	n/A
	Signed Head teacher Date: 4 Feb 2019

GOSDEN HOUSE SCHOOL

The purpose of this exam policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exam policy will be reviewed every three years by the Head of Centre, Senior Leadership Team and Exams Officer .

Exam responsibilities

Having overall responsibility for the school as an exam centre, the Head of Secondary – Emily Mainwaring

- Advises on appeals and re-marks.
- Has a duty at all times to maintain the integrity of external examinations
- Is responsible for reporting all suspicious or actual incidents of malpractice. Refer to the JCQ document “Suspected malpractice in examinations and assessments”.

The Exams Officer- Sandra Tidbury

- Manages the administration of public and internal exams.
- Advises the Head of Secondary, subject teachers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.
- Receives, checks and stores securely all exam papers and completed scripts.
- Administers access arrangements, after consulting with the Head of Secondary, and makes applications for special consideration using the JCQ publication “Access arrangements, reasonable adjustments and special consideration”.
- Identifies and manages exam timetable clashes.
- Supported by School’s Business Manager , accounts for income and expenditures relating to all exam costs/charges.
- Submits candidates' coursework/controlled assessment marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Head of Secondary , any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.

Head of Secondary

- Organises teaching and learning.
- Manages external validation of courses followed at Key Stage 4.

In conjunction with the Exams Officer:

- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- If and when applicable, line manages all of the exam invigilators and is responsible for their training.
- Provides guidance for staff who act as readers and scribes in internal and external exams.
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them.

In the absence of the Exams Officer:

- Receives, checks and stores securely all exam papers and completed scripts.

Subject Teachers are responsible for:

- Ensuring that necessary coursework/controlled assessment is completed on time and in accordance with the subject specification and JCQ guidelines.
- Ensuring that all requested information on estimated entries is returned to the Exams officer as requested.
- Adhering to any deadlines set by the Exams Officer.
- Providing evidence, where applicable, to support candidate's Access Arrangements in line with JCQ regulations.
- Informing the Head of Secondary and Exams Officer of planned controlled assessments so that the necessary staffing arrangements can be made.
- Informing the exams officer of changes to a syllabus or specification after consultation with the Head of Secondary
- Collection of exam papers and other material from the exams office in good time before the start of the exam as requested by the Exams Officer.
- Following the instructions and regulations as set out by the JCQ in relation to conducting examinations.
- Collection of all exam papers in the correct order at the end of the exam and their return to the Exams Officer together with all exam material as necessary.

Candidates are responsible for:

- Understanding coursework/controlled assessment regulations and signing a declaration that authenticates the coursework as their own.

Quality Assurance

- The Centre is committed to Quality Assurance and believes it is an integral part of the Centre's processes.
- The focus of the Centre is on Learners with the provision of relevant and flexible quality training programmes and assessment to suit their needs and lifestyles.
- The provision is regularly monitored and reviewed by The Strategic Leadership Team.
- All staff involved in the administration and/or assessment of qualifications will have undergone relevant training to their role.
- All new invigilators will be observed during their first test session and annually thereafter to ensure assessment regulations are being followed.
- Existing invigilators will be observed conducting an assessment at least once a year.
- Information from the awarding body is disseminated to all members of staff involved in the delivery of qualifications.
- The organisation's policy for Equal Opportunities is followed and monitored.

Internal Standardisation processes used within the school;

- Assessor visiting classroom
- use of exemplar videos available on the EDEXCEL website
- Joint teacher marking exercises.
- Centre's Lead IV complete yearly OSCA Training to ensure the internal verification process is rigorous.

The Lead Internal Verifier role

The Lead Internal Verifier is at the heart of the internal quality assurance process. Their role ensures that assessments across our centre consistently meet national standards.

The Lead Internal Verifier is responsible and accountable for:

- regularly sampling assessment decisions made by all Assessors.
- establishing procedures to develop a common interpretation of the assessment requirements between Assessors
- supporting the work of Assessors within the centre to monitor and ensure consistency in the interpretation and application of standards
- maintaining up-to-date records of internal verification and sampling activity and ensuring that these are available for standards verification
- facilitating appropriate staff development and standardisation for Assessors and Internal Verifiers.

Sampling of Work

From this September 2017, all centres **selected** for a visit will be required to complete a **Sampling Report form** which will be sent to the named contact at the centre. This will be sent by the allocated Standards Verifier at the first point of contact. The centre is required to inform the Standards Verifier of the number of current registrations, the predicted entries per level and confirmation of the OSCA registration.

If the number of registrations and entries is below the number required to conduct the group activities then this must be declared on the form so that the Standards Verifier can advise accordingly.

Centre visits **cannot** go ahead unless the completed Sampling Report form has been received by the Standards Verifier. Even if centres have only one learner registered, the Sampling Report form must still be submitted.

Centres are required to make assessments available for sampling.

The minimum size of the sample is as follows:

A minimum of 5 assessments must be viewed during the Standards Verification process.

The Assessment Record sheets (ARS) of all assessors over the past two years will be made available to the Standards Verifier. The percentage of ARS's requested by the Standards Verifier will be dependent on the size of the centre and the number of registrations.

Centres are required to make **two** video recordings of live assessments per task per level prior to the visit taking place. This is to ensure that the centre can provide sample assessments to the Standards Verifier during a visit. **Audio recordings will not be accepted as appropriate forms of assessment.**

Before the visit

Before each visit, the Standards Verifier should agree a schedule for the visit with the Lead Internal Verifier.

This should include time to cover:

- levels to be verified
- evidence to be made available on the day (or in advance)
- observation of learner assessment
- review of the assessment strategy requirements and their implementation
- feedback to the Lead Internal Verifier and, where relevant, the centre assessment team.

Qualifications offered

The qualifications offered at this centre are decided by the Head of Secondary

The qualifications offered are BTEC Firsts L1/L2 and Entry Level – Level 1

The Key Stage 4 curriculum is reviewed and changed each year to reflect the varying needs of the students entering Key Stage 4.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidate, Parents/Carers, Subject Teachers and Head of Secondary

Exam seasons

External exams and assessments are scheduled in May and June.

On-demand tests are scheduled throughout the year in order to meet the needs and progress of our individual students.

Timetable

Once confirmed, the Exams Officer will circulate the exam timetable for Internal and External exams.

Entries, Entry Details and Late Entries

Candidates are selected for their exam entries by the Subject Teachers

In consultation with the Head of Secondary, Subject Teacher and Exams Officer, candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Subject Teachers and the Head of Secondary by email and the exams notice board in the Staff Room.

Late entries are authorised by Head of Secondary .

Exam Fees

There will be no charge to individual subject areas or candidates 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. All exam fees are paid by the Centre. However, it will be at the discretion of the Exams Officer and Head of Secondary as to whether late entry or late amendment fees are paid by the individual subject areas.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework /controlled assessment requirements without medical evidence or evidence of other mitigating circumstances.

Disability Discrimination Act

All exam centre staff must ensure that they meet the requirements of the Disability Discrimination Act 1995 (DDA), extended in 2005, and the Disability Equality Duty (DED), introduced in 2006 as well as the Equality Act 2010.

The DDA introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the DDA if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities'.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

The centre will follow the guidance on the Equality Act and meet the requirements of the DDA by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of Secondary .

Access arrangements

The Head of Secondary will inform the Exams Officer of any special arrangements that individual candidates can be granted during the course and in the exam but which may vary between subjects. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Exams officer.

Rooming for access arrangement candidates will be arranged by the Head of Secondary with the Exams Officer. They are also responsible for making access arrangements for candidates to take exams and for arranging the necessary support. Invigilation for access arrangement candidates will be organised by the Exams Officer.

Contingency planning

Contingency planning for exams administration is the responsibility of the Head of Secondary

Private candidates

Managing private candidates is the responsibility of the Head of Secondary.

Malpractice

The Head of Centre is responsible for investigating suspected malpractice.

Centre Contingency & Adverse Effects Any disruption, due to poor weather etc, will be managed as advised in OFQUAL's Joint Contingency Plan. Gosden House has links with other local EDEXCEL centre which can be used if required.

Exam Facilities - Exam Room has been Risk Assessed to ensure that it is a safe working space for all staff and students to access.

Exam days

The Exams Officer will book out computer room for exam after liaison with other users, ensure online demand tests are working, prepare the question papers, other exam stationery and materials available for the invigilators.

In house Invigilators will start all exams they have been assigned to, in accordance with JCQ guidelines.

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

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

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Spare papers will be distributed to heads of department/faculty after all candidates' scripts for that exam have been packaged and sealed ready for despatch to the Awarding Body.

Candidates

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

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or invigilator.

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

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

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

Internal assessment

It is the duty of Subject Teachers to ensure that all internal assessment is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks and appeals

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

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate appeals policy, available from the exams office.

ENTRY DETAILS

Entries

Candidates are selected for their exam entries by the heads of department and the subject teachers, it is expected that all candidates will be entered for exams in subjects that they have studied.

A candidate or parent/carer can request a subject entry, change of level or withdrawal but changes will only be made at the discretion of the College.

Late entries

Entry deadlines are circulated to heads of department via email and within Secondary meetings

Late entries are authorised by Head of Secondary and fees may be charged to individual department's budgets.

EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff to request the return of papers within ten days' scrutiny of the results. The candidate consent form must be signed and the applicable fees to be paid by the candidate prior to the request being submitted to the awarding body.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Certificates

Certificates are sent directly home via the school office and copies kept in student's files. Each student has a Personal Learning Plan which lists all qualifications achieved and also those currently being worked towards. This information is part of the paperwork sent on to student's next provision.

Key Documents

Quality Assurance Handbook 2017-18 Functional Skills English Levels 1 and 2

Instructions for the Conduct of Examinations 2017-18 Functional Skills Level 1 & 2