



Poole High School

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EXAMINATION POLICY

Sub-Policies & Plans:

- **Non-Examination Assessment** (Sub-Policy)
- **Examination Contingency** (Sub-Plan)
- **Word Processing in Examinations** (Sub-Policy)
- **Vocational Registration and Certification** (Sub-Policy)
- **BTEC Malpractice and Maladministration** (Sub-Policy)
- **BTEC Examination and Special Considerations** (Sub-Policy)
- **BTEC Assessment** (Sub-Policy)
- **BTEC Blended Learning** (Sub-Policy)
- **BTEC Appeals** (Sub-Policy)

Poole High School

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1. Introduction and aims

Poole High School is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Head of centre

The head of centre:

- Has overall responsibility for the [school/college] as an exams centre
- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on suspected malpractice in examinations and assessments

Our head of centre is Mr Paul Gray.

2.2 Exams officer & Assistant exams officer

The exams officer and assistant examinations officer are responsible for the administration of exams. They:

- Manage the administration of internal and external exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates.
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines
- Administer access arrangements and make applications for special consideration following the regulations in the JCQ guidance on the special consideration process
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the exams invigilator team and organising the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests

- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

Our exams officer is Mrs Julia Fry and our Assistant exams officer is Mrs Jess Drake.

2.3 Heads of department

Heads of department are responsible for:

- Advising the exams officer of any changes to syllabus or assessment details for their subjects, including the confirmation of subject codes.
- Advising the exams officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the exams officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

2.4 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of department and/or the exams officer

2.5 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the exams officer in good time so that they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval (if required)
- Working with the exams officer to provide the access arrangements required by candidates in exam rooms

Our SENCO is Mrs Kerry Dewsnap.

2.6 Lead invigilator(s)

The lead invigilator(s) are responsible for:

- Assisting the exams officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam

- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office

Our lead invigilator is assigned on an exam day basis.

2.7 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered

The headteacher in liaison with the Assistant Headteacher (examinations) decides the qualifications we offer.

We offer the following types of qualifications:

- A-Level
- Extended Project Qualifications
- BTEC Tech Level 1, 2 & 3
- OCR Cambridge National & Cambridge Technical
- GCSEs
- VTQs & AGOs

The subjects offered for these qualifications in any school year may be found on the curriculum pages of our school website.

If there will be a change to a specification for the next year, the exams office must be informed by the end of the proceeding September. Informing the exams office of changes to a specification is the responsibility of heads of department.

Decisions on whether a candidate should be entered for a particular subject will be taken by the Senior Leadership Team in consultation with pastoral leaders and heads of department.

4. Exam series

Internal exams (which we often refer to as mock examinations or diagnostic examinations) and assessments are scheduled on the below approximate timeline each year

- November - Year 11 Core Diagnostic Examinations
- January – Year 10 Religious Studies Diagnostic Examination
- January – Sixth form Diagnostic Examinations
- February – Year 11 Diagnostic Examinations
- April – Year 10 Diagnostic Examinations

External exams and assessments are scheduled in the following exam series:

- October – GCSE English & Maths Resit
- May – Terminal GCSE, GCE, & BTEC Examinations
- June – Extended Project Qualification

The centre undertakes a range of on-demand assessments. These can be scheduled only in windows agreed between the exams officer and senior leadership team.

5. Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal exams at a specified date before each series begins. These will be distributed to candidates through registration tutors, and to teaching staff via email. This will usually be at least one week in advance of any exam.

6. Entries (including entry details and late entries)

Candidates or parents/carers cannot request subject entry, change of level or withdrawal.

We do not accept entries from private candidates.

We do not act as an exams centre for other organisations.

Entry deadlines are circulated to heads of department via email.

Heads of department will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by the exams officer and the Assistant Headteacher (examinations).

6.1 Re-sits

We allow re-sits for the following types of qualifications:

- GCSEs
- A/AS-levels
- BTECs

➤ Functional skills

Re-sit decisions will be made by the senior leadership team, or the head of sixth form in consultation with the exams officer.

7. Exam fees

Candidates or departments 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 of each exams series.

Candidates may be charged for the following:

Qualification type	When candidates will be charged	Costs
All externally assessed qualifications offered at Poole High School	<ul style="list-style-type: none">➤ Re-sits at parents' request➤ Missed exams (without medical or other extenuating circumstances)➤ Withdrawal at parents' request	<ul style="list-style-type: none">➤ £50 per examination
Biomedical Admissions Testing (BMATs)	<ul style="list-style-type: none">➤ Upon entry	<ul style="list-style-type: none">➤ Entries and re-sits: £61➤ Applicants must only take BMAT once in an admissions cycle.
Enquiries about results	<ul style="list-style-type: none">➤ If a candidate or parent requests a remark or similar enquiry.	<ul style="list-style-type: none">➤ Exam board specific fee with no additional costs.
Access to scripts	<ul style="list-style-type: none">➤ If a candidate or parent requests access to the script.	<ul style="list-style-type: none">➤ Exam board specific fee with no additional costs.

We may waive these fees under exceptional personal circumstances. If you would like to discuss waiving relevant fees, please contact the Assistant Headteacher (examinations).

8. Equalities

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

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the exams officer and the SENCO.

9. Access Arrangements

The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCO.

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

Room arrangements for candidates using access arrangements will be organised by the exams officer.

Invigilation and support for candidates using access arrangements, as defined in the JCQ access arrangements regulations, will be organised by the exams officer.

10. Contingency planning

Contingency planning for exams administration is the responsibility of the head of centre, the assistant headteacher (examinations) and the exams officer.

Contingency plans are available via staff internally and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

11. Estimated grades

Heads of department are responsible for submitting estimated grades to the exams officer when requested.

12. Managing invigilators

External staff will be used to invigilate examinations. These invigilators will be used for internal and external exams.

Recruitment of invigilators is the responsibility of the exams officer and the HR officer.

If invigilators require Disclosure and Barring Service (DBS) checks, the HR is responsible for obtaining these.

DBS fees are paid by the centre.

Invigilators rates of pay are set by the school business and finance manager.

Invigilators are recruited, timetabled, trained and briefed by the exams officer in conjunction with specialist staff for safeguarding training.

13. Malpractice

The head of centre, in consultation with the assistant headteacher (examinations), is responsible for ensuring that suspected malpractice is thoroughly investigated.

14. Exam days

The exams officer will:

- Book all exam rooms (after liaising with other relevant users and the cover manager)
- Make question papers, exam stationary and materials available for the invigilator team

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements at least 3 days in advance.

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

Subject staff may not 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 heads of department in accordance with JCQ's recommendations and no later than 24 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with the invigilation team.

15. Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the assistant headteacher (examinations) during assembly.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept 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 stationary list, or the specification for that subject.

This is particularly true of mobile phones and other electronic devices with text or digital facilities. Watches are also not allowed.

Any precluded items must not be taken into the 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 assistant headteacher (examinations).

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.

15.3 Clash candidates

The exams officer will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue

16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the invigilators to that effect who will then liaise with the exams officer and Assistant Headteacher (examinations).

The candidate must support any special consideration claim with appropriate evidence within 2 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 7 days of the exam.

17. Internal assessment

It is the duty of heads of department 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 and time sent. Any internal assessment to be submitted electronically is the responsibility of heads of department.

Marks for internally assessed work are provided to the exams office by heads of department. The exams officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

18. Results and certificates

Candidates will receive individual results slips on results days and information about this will be details to candidates and parents in the pre-examination series letter. The results slip will be in the form of a centre-produced document.

Arrangements for the centre to be open on results days are made by the senior leadership team and the exams officer.

The provision of the necessary staff on results days is the responsibility of the senior leadership team and the exams officer.

Dates of results days each year will be publicised for all candidates through the school website and letters home.

18.1 Enquiries about results (EARs)

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 a group of candidates.

The cost of EARs will be paid by the candidate if requested by the candidate, and by the school if requested by the school.

The cost of EARs is set out in this policy (see 'Exam fees').

All decisions about whether to make an application for an EAR will be made by the head of department.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the exams officer, following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 7 days of the receipt of results.

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

Applications for EARs cannot be submitted once an original script has been returned.

The exams officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the centre unless requested by the candidate. The cost of ATS is set out in section 7 of this policy ('Exam fees').



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NON-EXAMINATION ASSESSMENT (SUB- POLICY)

Poole High School

1. Introduction and aims

This policy aims to:

- Cover procedures for planning and managing non-examination assessments
- Define staff roles and responsibilities with respect to non-examination assessments
- Manage risks associated with non-examination assessments

2. Legislation

The Joint Council for Qualifications (JCQ) requires each exam centre to have a non-examination assessment policy. This is outlined in the JCQ's instructions for conducting non-examination assessments, which we refer to when carrying out non-examination assessments in our school.

This policy also takes into account the JCQ's guidance on post-results services and general regulations for approved centres.

3. Definition

The JCQ explains that non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers. There are three assessment stages and rules which apply to each stage. The rules often vary across subjects. The stages are task setting, task taking and task marking.

4. Roles and responsibilities

This section sets out the key responsibilities of staff in relation to non-examination assessments. For more detailed guidance on the requirements for conducting non-examination assessments, staff should read the JCQ guidance referred to above.

4.1 Head of centre

The head of centre is responsible for:

- Ensuring that the centre's non-examination assessment policy is fit for purpose
- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions
- Ensuring that JCQ's information for candidates is distributed to all candidates prior to assessments taking place
- Ensuring the centre's internal appeals procedure clearly details the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision, and that details of this procedure are communicated and made widely available and accessible
- Drawing to the attention of candidates and their parents/carers the centre's complaints procedure, for general complaints about the centre's delivery or administration of a qualification

4.2 Senior leaders

Senior leaders are responsible for:

- Ensuring that non-examination assessments comply with JCQ guidance and awarding body subject-specific instructions

4.3 Heads of department

Heads of department are responsible for:

- Familiarising themselves with JCQ instructions for conducting non-examination assessment
- Understanding and complying with specific instructions relating to non-examination assessment for the relevant awarding body
- Ensuring that individual teachers understand their responsibilities with regard to non-examination assessment
- Ensuring that teachers use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications, where relevant
- Obtaining confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s), where relevant, and ensuring that such materials are stored securely at all times
- Undertaking appropriate departmental standardisation of non-examination assessments

4.4 Teachers

Teachers are responsible for:

- Understanding and complying with JCQ instructions for conducting non-examination assessment
- Understanding and complying with the awarding body's specification, where provided, for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marking internally assessed work to the criteria provided by the awarding body

4.5 Exams officer

The exams officer is responsible for:

- Supporting the administration/management of non-examination assessment

4.6 Special educational needs co-ordinator (SENCO)

The SENCO is responsible for:

- Ensuring that all relevant staff are aware of any access arrangements that need to be applied

5. Task setting

Where the centre is responsible for task setting, in accordance with specific awarding body guidelines, heads of department will:

- Select from non-examination assessment tasks provided by the awarding body, or
- Design their own tasks, in conjunction with candidates where permitted, using criteria set out in the specification

Teachers will ensure that candidates understand the assessment criteria for any given assessment task.

6. Task taking

Where appropriate to the component being assessed, the following arrangements apply unless the awarding body's specification says otherwise.

6.1 Supervision

- Invigilators are not required
- Centres are not required to display the JCQ 'no mobile phone' poster or JCQ 'warning to candidates'
- Candidates do not need to be directly supervised at all times
- The use of resources, including the internet, is not tightly prescribed, but teachers will always check the subject-specific requirements issued by the awarding body
- Teachers will ensure that:
 - There is sufficient supervision of every candidate to enable work to be authenticated
 - The work that an individual candidate submits for assessment is his/her own
- Work may be completed outside of the centre without direct supervision provided that the centre is confident that the work produced is the candidate's own
- Where candidates work in groups, the teacher will keep a record of each candidate's contribution
- The teacher will also:
 - Ensure that candidates understand the need to reference work
 - Give guidance on how to do this, and
 - Ensure that candidates are aware that they must not plagiarise other material

6.2 Advice and feedback

- Teachers will not provide model answers or writing frames specific to the task (such as outlines, paragraph headings or section headings)
- Unless specifically prohibited by the awarding body's specification, teachers may:
 - Review candidates' work and provide oral and written advice at a general level

- Having provided advice at a general level, allow candidates to revise and redraft work
- Any assistance that goes beyond general advice will be recorded and either taken into account when marking the work or submitted to the external examiner
- When marking work, teachers will use annotations to explain how marks were applied in the context of the additional assistance given
- Teachers will not provisionally assess work and then allow candidates to revise it
- Explicitly prohibited assistance will not be given
- Failure to follow this procedure constitutes malpractice

6.3 Resources

- Teachers will be aware of the awarding body's restrictions with regard to access to resources
- Unless otherwise specified by the awarding body, in formally supervised sessions candidates can only take in preparatory notes. They will not access the internet nor bring in their own computers or electronic devices
- Candidates will not introduce new resources between formally supervised sessions
- Preparatory work and the work to be assessed will be collected and stored securely at the end of each session and will not be accessible to candidates

6.4 Group work

- Unless the specification says otherwise, candidates are free to collaborate when carrying out research and preparatory work
- Where it is permitted, some assignments may be undertaken as part of a group
- Where an assignment requires written work to be produced, each candidate will write up his/her own account of the assignment. Individual contributions will be clearly identified
- Group assessment is not permitted

7. Authentication

Teachers will be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

Where required by the awarding body's specifications:

- Candidates will sign a declaration to confirm that the work they submit for final assessment is their own unaided work
- Teachers will sign a declaration of authentication after the work has been completed confirming that:
 - The work is solely that of the candidate concerned
 - The work was completed under the required conditions
 - Signed candidate declarations are kept on file

If there is concern that malpractice may have occurred or the work is unable to be authenticated, the senior leadership team will be informed.

8. Task marking

8.1 Internally assessed work

Teachers are responsible for marking work in accordance with the relevant marking criteria. Annotation will be used to provide evidence to indicate how and why marks have been awarded.

We will inform candidates of internally assessed marks as candidates are allowed to request a review of the centre's marking before marks are submitted to the awarding body.

We will also make it clear to candidates that any internally assessed marks are subject to change during the moderation process.

8.2 Externally assessed work

The format of external assessment will depend on the awarding body's specification and the component being assessed.

Teachers will ensure the attendance register is completed, clearly indicating those candidates who are present or absent.

Where candidates' work needs to be dispatched to an examiner, we will ensure it is sent by the date specified by the awarding body.

9. Malpractice

The head of centre and senior leaders will make sure teaching staff involved in supervising candidates are aware of the potential for malpractice.

Teachers will familiarise themselves with the JCQ guidance on sharing assessment material and candidates' work.

Teachers will be vigilant in relation to candidate malpractice. Candidates must not:

- Submit work which is not their own
- Make their work available to other candidates through any medium, including social media
- Allow other candidates to have access to their own independently sourced material
- Assist other candidates to produce work
- Use books, the internet or other sources without acknowledgement or attribution
- Submit work that has been word processed by a third party without acknowledgement
- Include inappropriate, offensive or obscene material

Failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself. Malpractice will be reported to senior leaders or directly to the awarding body.

10. Enquiries about results

We will make candidates aware of the arrangements for enquiries about results before they take any assessments.

Senior members of staff will be accessible to candidates immediately after the publication of results so that results may be discussed and decisions made on the submission of enquiries.

A review of marking is available for externally assessed components. We will obtain written consent from candidates for reviews of marking, and inform candidates that their marks may be lowered as a result of a review of marking.

A review of moderation is available for internally assessed components only when marks have been changed by an awarding body during moderations. If marks have been accepted without change, this will not be available. A review of moderation is not available for an individual candidate.



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EXAMINATION CONTINGENCY (SUB-PLAN)

Poole High School

1. Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Poole High 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.

2. Causes of potential disruption to the exam process

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

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

- invigilators not trained or updated on changes to instructions for conducting 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, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking 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

- An assistant exams officer is fully trained to undertake EO role with the support of administrative staff.

SENCO extended absence at key points in the exam cycle

Criteria for implementation of the plan

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
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- 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
- centre-delegated arrangements not put in place
- 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

- SENCO deputy and admin staff undertake the role.

Teaching staff extended absence at key points in the exam cycle

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

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions

- Key Stage co-ordinator or subject UPR holders to provide the information if HoD absent.

Invigilators - lack of appropriately trained invigilators or absence

Criteria for implementation of the plan

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

- Recruitment review at beginning of academic year.
- Centre trained support staff used.
- Alternative invigilator contacted to come in or support staff used.

Exam rooms - lack of appropriate rooms or 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

- Classrooms used as necessary.

Cyber-attack

Criteria for implementation of the plan

Where a cyber-attack may compromise any aspect of delivery of the examinations

Centre actions

- The latest version of the centre's 'Cyber Response Plan' will be involved to ensure continuity of operation and restoration of centre files, as required.
- Any examinations will run without electronics – paper registers will be used.
- Any coursework affected will be restored, as per the centre's 'Cyber Response Plan'.
- Exam board contacted for advice and followed through, e.g. special consideration.

Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions

- System managers to urgently fix the MIS system and if not, direct contact with exam boards for extension of deadline and to print of exam results and electronically download them to alternative system, e.g. Excel.

Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions

- Special consideration sought from exam boards.

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 closed interrupting the of normal teaching and learning

The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions

- In the case of modular courses, candidates would be advised to sit examinations in an alternative series
- Alternative accommodation would be sought locally or temporary accommodation brought onto premises to facilitate learning.

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

The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions

- Options explored on an individual student basis to best allow examinations to be taken. This may include examinations being sat at an alternative venue.
- Exam board contacted for advice and followed through, e.g. special consideration.

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 (including *centre being unavailable for examinations owing to an unforeseen emergency*)

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible. [JCP scenario 5]

Centre actions

- Exam board contacted for advice and followed through, particular on the day of the exam.
- The centre's alternative venue (Poole Stadium Concourse) would be contacted with whom the centre has a good working relationship.
- Any examination would be able to take place in their large concourse, grand stand, and function room areas
- An estimated capacity at the venue of 500 seats is more than enough for all our regular GCSE and GCE cohorts.
- Laptops from the centre would be able to be utilized for any urgent coursework or NEA Matters.
- Exam boards for upcoming examinations would be contacted for advance and followed through.

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

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions

- Secure download service used and copies made in school.

Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions

- Scripts taken to Parcelforce centre by EO.

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions

- Advice taken from exam boards, but students to normally redo the work if possible or special consideration applied for.

Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions

- Students advised and results distribution is delayed until possible. University applicants will know their grades via the UCAS system.
- Exam boards to be contacted for priority post result and paper copies of results.

Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

A key teacher in the delivery of the course has an extended absence at key point in the exam cycle.

Centre actions

- Adjustments to within school timetable in order to allow alternative teaching to take the class

Lack of appropriately trained and qualified assessor or IV and their absence

<u>Criteria for implementation of the plan</u>
Lack of appropriately trained and qualified assessor or IV and their absence:
<u>Centre actions</u> <ul style="list-style-type: none">• Recruitment review ahead of a new academic year as part of timetable planning.• Class teacher trained in exam board IV processes through exam board official training• Success planning for departments with multiple staff to ensure as many staff are trained in the delivery as vocational courses.

Withdrawal of qualification

<u>Criteria for implementation of the plan</u>
Qualification accreditation or funding is withdrawn at short notice
<u>Centre actions</u> <ul style="list-style-type: none">• Yearly qualification review against exam board specifications and EFSA funding.• Identification of alternate qualifications that are close to equivalent.



Poole High School

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WORD PROCESSING IN EXAMS (SUB-POLICY)

Poole High School

1. Introduction and aims

This policy relates to the appropriate use of word processors in examinations and assessments as based on the latest publication and updates to JCQ regulations and guidance contained in the publications Access Arrangements and Reasonable Adjustments and Instructions for conducting examinations.

This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

2. Principles for using a word processor

Poole High School complies with Access Arrangements (AA) chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance. The only exceptions are due to a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

2.1 The use of a word processor

Poole High School complies with AA chapter 5 *Access arrangements*.

- Poole High School complies with ICE 8.8 Word processors instructions by ensuring:
- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body

- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication.
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

3. Centre specific processes

Student will be issued with instructions on how to use the laptop from the Exams Office and can try it out for mocks. Instructions to include:

- Details to go at the top, e.g. name, centre number, candidate number, paper reference
- Use WordPad (no spell checks available)
- Use font size 12
- Student has the option to use the word processor for all or only some questions
- Student to accompany invigilator at the end to the exams office to sign the printout to verify it's all there and their own work

3.1 Laptops and tablets

Poole High School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination All exam laptops are plugged into the sockets to negate the chance of battery life becoming low and then shutting down.
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points All laptop users are to be seated in the M&M Hall with other students who have access arrangements. All laptops are plugged into the mains.
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are escorted at the end of the exam to the Exams Officer where the Exam Officer or Assistant Exams Officer will insert a header (candidate and exam information) and footer (page numbers) onto the document and then print.

- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

3.2 Accommodating word processors in examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- sat with the cohort by a suitable electricity source with a regard to health and safety for cable management

Invigilation arrangements relating to the use of word processors include the following:

- always invigilated
- Other arrangements relating to the use of word processors include:
 - The invigilator brings the candidate to the exams office for the script to be printed off, along with the completed cover sheet.
 - For diagnostic examinations, a cover sheet is not required and an LSA can accompany the candidate.

3.2 The criteria Poole High School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

There are also exceptions where a candidate may be **awarded** the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

Exceptions might include where a candidate has, for example:

- a learning difficulty which has a substantial and long-term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- planning and organisational problems when writing by hand
- poor handwriting

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the Exams Office in liaison with the SENCO. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Statement produced by: **Mrs K Dewsnap, SENCO**

Date: **November 2022**



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VOCATIONAL REGISTRATION AND CERTIFICATION (SUB- POLICY)

Poole High School

1. Introduction and aims

Poole High School is committed to ensuring that the BTEC registration and certification process is run effectively and efficiently. This policy will ensure that:

- Individual learners are registered on the correct programme within the agreed timescales
- All learner certificates are claimed for within agreed timescales
- A secure, accurate and accessible audit trail is constructed to ensure that individual learner

To ensure that the purpose of this policy is met, Poole High School will ensure that:

- Each learner is registered within Edexcel requirements
- Provide a mechanism for programme teams to check the accuracy of learner registrations
- Make each learner aware of their registration status
- Inform Edexcel of withdrawals, transfers or changes to learner details
- Ensure that certificate claims are timely and based solely on internally verified assessment records
- Audit certificate claims made to Edexcel
- Audit the certificates received from Edexcel to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

2. Roles and responsibilities overview

This section of the policy identifies roles and responsibilities of centre staff within this cycle.

2.1 Registration

At the end of each academic year, the Exams Officer requests up to date course information from Lead IV's/Lead IVs. At the start of each academic year this information is reconfirmed and is used to check the centre is approved to run the BTEC qualifications and request approval if none has previously been obtained.

At the end of September each academic year the Exams Officer asks Lead IV's to confirm the BTEC registrations for their department. The information requested is as follows:

- Full BTEC course title and QAN code
- List of students due to be registered

This information is then used by the Exams Officer to make the BTEC registrations for each qualification via an EDI file which is uploaded via A2C (Transport Application). Once the registrations have been made, the Exams Officer will send copies of the Edexcel registration listing to Lead IV's to check. If amendments need to be made the Lead IV will annotate the registration listing and return to the Exams Officer to update the details with Edexcel. Any amendments are made using an amendment file which is again uploaded via A2C (Transport Application)..

Once verified as correct, the subject teachers will notify students that they have been registered.

Where a student starts part way through an academic year the Lead IV requests that the Exams Officer registers the student on the required course. This is normally completed on Edexcel Online.

2.2 Transfer

Occasionally it is necessary to transfer a student onto another programme. The Exams Officer is notified of any transfer students by the associated Lead IV. This is completed on Edexcel online using the 'Transfer' option.

2.3 Withdrawal

It is sometimes necessary to withdraw a student from a course if they leave Poole High School or decide to drop a subject. The Exams Officer is notified of students who need to be withdrawn from a course by the Lead IV. If the withdrawal takes place within the same year as the registration, the Exams Officer liaises with their Account Manager at Pearson Edexcel to withdraw the student. If it is not in the same academic year then the Exams Officer withdraws the student via Edexcel online.

2.4 Unit Certification

Unit certification in Poole High School is rare because most students complete the required units for full certification. However, should the situation arise then the Lead IV will notify the Exams Officer who will complete the unit certification via Edexcel online.

2.5 Certification

During the first week of July, all Lead IV's provide the Exams Officer with a list of student achievements for each BTEC qualification. This information includes:

- The student name
- The full unit code and title of each unit
- A grade for each unit

The Exams Officer inputs the grade information into the student record on Edexcel Online and then certifies the student.

2.6 Key dates and actions

The end of the summer term – Exams Officer notified by Lead IV of all proposed courses for next academic year. This information is also shared with the Quality Nominee.

The end of September – Lead IV's notify the Exams Officer of the BTEC registrations for their department.

First week in July – Lead IV's notify the Exams Officer of all unit grades so that certification can be claimed.

2.7 Receipt and distribution of certificates

Upon receipt of the certificates, the Exams Officer checks that the centre has received certificates for all of the relevant learners. These are then checked for the correct name/spellings. Any that need changing are returned to Edexcel.

All certificates from the summer series of exams are sent to leavers via first class recorded delivery if they have requested this otherwise students will come into the centre to collect their certificates. A record of the Royal Mail delivery number is held within the centre for five years. Certificates for students who have joined the Sixth Form are given out to students and they sign to confirm collection. These records are also held on file for five years.



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BTEC MALPRACTICE AND MALADMINISTRATION (SUB-POLICY)

Poole High School

1. Introduction and aims

Poole High School is committed to ensuring that all assessments within the school are carried out with the utmost integrity to ensure malpractice and maladministration is avoided. This policy will ensure that:

- To identify and minimise the risk of malpractice by staff or learners
- To respond to any incident of alleged malpractice promptly and objectively
- To standardise and record any investigation of malpractice to ensure openness and fairness
- To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven
- To protect the integrity of this centre and BTEC qualifications.

To ensure that the purpose of this policy is met, Poole High School will ensure that:

- Seek to avoid potential malpractice by using the induction period and the learner handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- Show learners the appropriate formats to record cited texts and other materials or information sources
- Ask learners to declare that their work is their own
- Ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- Conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the Head Teacher and all personnel linked to the allegation. It will proceed through the stages later in this policy.

2. Malpractice

Malpractice consists of those acts that undermine the integrity and validity of examination or assessment, the certification of qualifications and/or damage of the authority of those responsible for conducting the assessment and certification.

Poole High School will not tolerate actions or attempted actions of malpractice or maladministration by students or staff. All cases of suspected malpractice or maladministration will be reported to the Head Teacher, Examinations Officer, and Quality Nominee. This will prompt a full investigation of the incident. Where suspected cases of malpractice or maladministration are proven, the incident will be referred to Pearson who will decide on the appropriate sanctions to be imposed on the student or centre.

2.1 Definition of Malpractice by learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Plagiarism of any nature
- Collusion by working collaboratively with other learners to produce work that is submitted as individual learner work
- Copying (including the use of ICT to aid copying)
- Deliberate destruction of another's work
- Fabrication of results or evidence
- False declaration of authenticity in relation to the contents of a portfolio or coursework
- Impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment/examination/test.

2.2 Definition of Malpractice by centre staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- Improper assistance to candidates
- Inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- Failure to keep candidate coursework/portfolios of evidence secure
- Fraudulent claims for certificates
- Inappropriate retention of certificates
- Assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner

- Producing falsified witness statements, for example for evidence the learner has not generated
- Allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/ coursework
- Facilitating and allowing impersonation
- Misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis, this is permissible up to the point where the support has the potential to influence the outcome of the assessment
- Falsifying records/certificates, for example by alteration, substitution, or by fraud
- Fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

2.3 Maladministration

Maladministration refers to any practice or activity that contravenes the regulators' administrative guidelines therefore compromising the integrity of the examination or assessment process including certification.

3. Roles and responsibilities

It is expected that all BTEC members of staff are vigilant when it comes to identifying possible instances of suspected malpractice or maladministration but it is acknowledged that those more likely to be in a position to identify cases include teachers, teaching assistants and exams office staff. These groups will minimise the risk by promoting best practice amongst students and staff to maintain the integrity of the centre and validity of all assessments and examinations offered.

This will be achieved through the BTEC induction period and the BTEC student handbook. In all other cases, malpractice and the possible consequences will be discussed in assemblies and the classroom environment. All students will be issued with the 'Warning to Candidates' document to ensure they are clear of the requirements as set out by Pearsons. For both classroom-based assessment and examinations, students will be reminded of the malpractice policy by the teacher and/ or invigilator.

This ongoing process will include showing BTEC learners how to correctly record cited texts and other materials or information sourced from websites. Learners and teachers will be directed to Pearson documentation as necessary.

For staff, best practice and expectations of the regulators will be delivered through annual training.

4. Reporting Suspected Cases of Malpractice or Maladministration

The internal handling of malpractice and maladministration incidents and allegations involves the following phases:

- The allegation and investigation
- The report
- The referral to the awarding body
- Rights of the individual
- The decision
- The appeal

4.1 The allegation and investigation

All instances of suspected malpractice or maladministration involving staff or students must be reported to the Head Teacher, Exams Officer, and the BTEC Quality Nominee immediately. This referral will prompt a full, objective and confidential investigation which will be conducted by the Head Teacher and/or the Exams Officer.

The aim of the investigation is to establish the full facts and circumstances of any alleged malpractice so that a decision can be taken as to whether there is sufficient evidence to refer the incident to Pearson's.

Where the investigation shows the individual has no case to answer advice will be given to them by the Head Teacher so they minimise their risk of finding themselves in a similar situation in the future.

4.2 The report

Irrelevant of the outcome of the investigation a full report will be written to determine who was involved in the incident (including students, invigilators, members of staff) and to outline the facts of the case as established from evidence and statements from those involved.

In addition, where the incident involves awarding bodies covered by JCQ regulations, 'Form JCQ M1' (suspected candidate malpractice) or 'Form JCQ/M2a' (suspected malpractice/maladministration involving centre staff) will be used. Current versions of these forms are available from the JCQ website: <http://www.jcq.org.uk/exams-office/malpractice>

4.3 Referral

Where suspected cases of malpractice or maladministration have been proven the incident will be referred to Pearsons. This will be done by sending a full report that provides a clear account of the incident, details of the investigations carried out by the centre, written statements from the involved parties which must be signed and dated. If included, written statements from the students concerned which must be signed and dated.

4.4 Rights of the individual

At the earliest opportunity, the individual will be made fully aware of the allegation of malpractice or maladministration and will have the opportunity to make a statement responding to the allegations made against them. They will also receive a copy of the letter sent to Pearsons as well as details of the possible consequences or sanctions that could be imposed should the malpractice or maladministration allegation be proven. The learner will be made fully aware of the procedures (as set out in the learner handbook) and how they may appeal. Finally, the rights of appeal will also be detailed.

4.5 The decision

Once the outcome of reported malpractice or maladministration is sent to the Head Teacher, the individual will be informed of Pearsons decision in writing. This will be recorded on the individual's file.

4.6 The appeal

All individuals have the right to appeal. Appeals should be addressed to the Head Teacher and should be received in school within 14 working days of the date of the outcome letter. The appeal letter should contain any mitigating factors and any other information that the individual feels is relevant to the case.

If the centre feels that there is sufficient new information to submit to Pearsons, the appeal will be forwarded to them within 7 working days.



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BTEC EXAMINATION AND SPECIAL CONSIDERATIONS (SUB- POLICY)

Poole High School

1. Introduction and aims

Public examinations provide vital summative assessment that provides information to students, parents, other educational institutions, local authority and government agencies and employers about knowledge, understanding and skills achieved. To this end the BTEC Subject Areas participate willingly in the administration of these examinations in the best interests of the students and the school, and if the conditions set out below in this policy are met in full, the school will meet the cost for entry and all delegated administrative matters leading to final certification.

In addition to external examinations other, internally set and marked examinations (mocks) may take place at other stages in a student's progress through school, in order to both prepare for public examinations and to check student learning.

This policy will ensure that:

- The BTECs offered in school combine entitlement with flexibility.
- Students are given the opportunity to demonstrate the highest achievement of which they are capable and competent.
- Students undertake BTEC controlled assignments, examinations and coursework knowing what is expected of them in terms of preparation and behaviour.
- Students and parents are guided and informed about decisions on BTEC levels of entry or withdrawal from courses. These decisions are taken with pupils and parents fully understanding the implications for careers or future education.
- Staff understand fully their obligations and responsibilities with relation to BTEC controlled assignments, examinations and coursework.
- The school meets the requirements of BTEC security and is properly equipped to undertake the administration of BTEC controlled assignments, examinations and coursework, including data processing and a results service.
- Accurate BTEC controlled assignment, examination and coursework data is available to inform target setting.

2. External Examinations

For the BTEC controlled assignment, examination and coursework system to run efficiently key people must take on responsibility for various tasks:

- The Head Teacher has overall responsibility for the school as an examination centre.
- The Assistant Headteacher (Teaching and Learning) is responsible for the provision of learning in liaison with the Quality Nominee for opportunities for external validation of BTEC courses followed at key stage 4.
- The Head of Sixth Form is responsible for the provision of learning in the Sixth Form in liaison with the Quality Nominee for opportunities for external validation of courses followed at key stage 5.
- The Deputy Headteacher is responsible for overseeing the work of the Examinations Officer and providing support whenever necessary. If the Exam Officer is absent the Assistant Examinations Officer will take over the day-to-day running of the exams.
- The Exams Officer is responsible for administration of entries, relevant paperwork, organisation of examination sessions and examination data (see Job Description for full details).
- Guidance and advice to students who are unsure about examination entries consult with class teachers. Students are entered for the correct papers or combination of papers, based upon historical evidence of performance. The case for non-entry must be evidence based and agreed by the Assistant Head for key stage 4 or the Head of Sixth for key stage 5.
- Entries must be made by the relevant dates to avoid the school incurring unnecessary charges.
- Administrative staff will offer support for the input of data, communication with the examination boards, posting of examination papers and the post results procedures.
- Classroom teachers are responsible for supplying accurate information to their nominated IV who links with the BTEC QN Lead regarding BTEC controlled assignments, examinations and coursework.
- High controlled BTEC examinations require invigilators who are responsible for the smooth running of the exam sessions and report directly to the Exam Officer.
- The SENCO is responsible for liaising with the Assistant Exams Officer about arrangements for BTEC candidates with Special Needs.

3. Procedures

3.1 Entries

Entry and examinations fees for BTEC courses which students take on the recommendation of the school are paid for by the Governors under the following circumstances:

- At key stage 4, students who opt for a BTEC programme will usually finish the course at the end of two years of study having completed the required BTEC controlled assignments, examinations and coursework.
- At key stage 4 students have an opportunity to re-sit externally assessed units if required.
- In the Sixth Form students who opt for a BTEC programme will finish the course at the end of two years of study having completed the required BTEC controlled assignments, examinations and coursework. All BTEC resits will be paid for by the student or parents
- Controlled assignments are an essential component of BTEC courses and all students are expected to complete them on the specified time/date required.

All BTEC controlled assignments, examinations and coursework will be conducted according to the rules laid down by Pearson and JCQ. Any malpractice will be reported to Pearson. (Refer to Appeals Policy) .

3.2 External exams/ controlled assignments and coursework-

Please see:

- Assessment Policy
- Internal Verification Policy
- Registration and Certification Policy

The Exam Officer is responsible for the organisation and conduct of all BTEC external written examinations.

- Final confirmation of entry numbers and levels will be made with the BTEC Lead IV.
- All BTEC exam papers will be counted in by the Exam Officer and locked securely away.
- No BTEC exam papers can be removed from the exam room before the end of a session.
- All BTEC exams will be conducted according to the rules laid down by the JCQ and within the start and finish times determined them.
- Any misconduct or irregularity must be reported to the Exam Officer as soon as possible, who will then inform Pearson.
- In the absence of the Exam Officer or delegated representative at the end of any exam, papers will be collected and taken to the office for safe storage.

- Students will not be allowed to leave an exam unless their paper has been picked up and secured by an invigilator.
- After the release of results, Lead IV may request the return of papers or a re-mark at the school's expense. If a student requests this service he/she will be charged personally.

3.3 Coursework/ Coursework / Controlled Conditions Assignments

It is the responsibility of the BTEC QN to ensure all units required for external validation are dispatched at the correct time. The BTEC QN may liaise with the Exam Officer if necessary.

3.4 Invigilation

The Exam officer will ensure that each BTEC exam session has an appropriate number of invigilators who are fully aware of their responsibilities and duties. Invigilators must not take any work into the exam venue but give full attention to the conduct of the examination.

3.5 Results

When BTEC results are published appropriate staff will distribute the results, be available to give guidance to students and prepare data for publication and monitoring purposes.

Members of the administrative staff will support this service.

The day prior to results being issued to candidates designated staff only (these will be nominated by the Headteacher and the Exams Officer notified) will have access to the results electronically.

3.6 Special Needs

The SENCO must ensure that the Assistant Exams Officer has all information needed on each BTEC candidate with special needs. The Assistant Exams Officer will ensure requests for special consideration are sent to Pearson and process the replies. In the case of pupils with specific learning difficulties arrangements can be made as follows:

- Extra time in examinations
- Rest periods
- A reader
- A scribe
- Enlargements
- Separate room/invigilator
- Use of word processing/printing facility
- Use of coloured overlays

Special arrangements can also be made for pupils to take their examinations outside school e.g. phobic pupils, seriously ill or hospitalised pupils. In these cases invigilation/examination rules must be adhered to. The alternative site form will need to be completed by the Exams Officer which can be found on the JCQ Centre Admin Portal.



Poole High School

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BTEC ASSESSMENT (SUB-POLICY)

Poole High School

1. Introduction and aims

Poole High School is committed to ensuring that BTEC assessment is run as effectively and efficiently as possible. This policy will ensure that:

- Assessment methodology is valid, reliable and does not disadvantage or advantage any group or learners or individuals
- The assessment procedure is open, fair and free from bias and meets national standards
- There is accurate and detailed recording of assessment decisions

2. Roles and responsibilities

To ensure that the purpose of this policy is met, Poole High School will ensure that:

- Learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence assessment
- A clear and accurate assessment plan is produced at the start of the programme/academic year
- Learners are provided with clear, published dates for handout of assignments and deadlines for Assessment
- Learners' evidence is assessed using only the published assessment and grading criteria
- Assessment decisions are impartial, valid and reliable
- There is no limit or 'cap' on learner achievement if work is submitted late
- Assessment procedures will be developed to minimise the opportunity for malpractice
- Poole High School maintains accurate and detailed records of assessment decisions
- There is a robust and vigorous internal verification procedure
- Samples of work are available for verification/external examination as required by Pearson
- Standards verification/external examination reports are monitored and to undertake any remedial action required
- Good assessment practice will be shared between all BTEC programme teams
- BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Resources are provided to ensure that assessment can be performed accurately and appropriately

2.1 Assignment design/assignment brief

At Poole High School, it is recommended to lead IVs that Pearson assignment briefs are used unless there is very good reason to alter them. Staff are however encouraged to personalise them e.g. to use local businesses that learners are familiar with rather than

generic ones. Lead IVs are encouraged to use the Assignment Checking Service to ensure the assignments are fit for purpose and allow learners to meet the assessment criteria.

The assignment brief is the document issued to learners at the start of the assessment process. Clear assignment briefs will: -

- Inform the learner of the tasks set
- Inform the learner of the methods of assessment
- Set clear deadlines for submission of work

Lead IVs must complete the “BTEC IV of Assignment Brief” document in accordance with the BTEC Internal Verification Policy via MyBTEC.

2.2 Assessment plans

The Lead IV for each subject is responsible for the production and maintenance of the assessment plan for any courses they are responsible for. The assessment plan should be:

- Completed in good time for the start of a course via MyBTEC
- Shared with other assessors within the subject
- Made available to the Quality Nominee upon request
- Made available to the Standards Verifier upon request
- Monitored on a regular basis to ensure the assessment plan is being followed or to make minor alterations to consider unavoidable delays
- Made available at lead IV meetings upon request to share good practice.

2.3 Coursework Assessment

Assessment is used by teachers to judge learner’s attainment. For learners, assessment indicates successful learning and the need for further study or further evidence or intervention on the teacher’s behalf. Assessment can be formative and summative; teachers will use both in assessing learners’ attainment as set out by Pearson requirements.

- Before starting an assessment, the assessor must ensure that each learner understands the assessment requirements – this includes having access to the content of what is required for the assessment and also the importance of time management and submission deadlines. The learners must also be aware of the restrictions in how the assessor can provide support once the assessment has been started.
- Once the assignment brief has been given out the assessor must not provide specific assessment feedback directly related to the achievement of specific assessment criteria. Learners must use their knowledge / notes / textbook to work independently towards the task, however please be mindful to check for collusion and plagiarism.
- Only one submission is allowed for each assignment task. This must be handed in to the assessor on the designated deadline day outlined within the assessment plan, unless

there has been an agreed extension between the assessor and the learner. The Lead IV must be informed of any agreed extensions.

- For each assignment task the learner must submit: -
 1. An assignment which consists of evidence towards the targeted assessment criteria
 2. A signed and dated declaration of authenticity which confirms the evidence has been produced independently
 3. Appropriate referencing
- The feedback from the assessor must be completed via MyBTEC and within the specified time allocated within the assessment plan. An appropriate number should be handed on for internal verification across all the grades. Internal verification should be within a maximum of 10 working days of the assessor's decision and recorded on MyBTEC. The date for this must also be identified within the assessment plan.
- The assessor must formally record and confirm the achievement of specific assessment criteria on the assessment feedback form via MyBTEC. They should also complete a confirmation that the evidence they have assessed is authentic and is the learner's own work. Feedback confirms which assessment criteria have been achieved and what evidence has been provided towards criteria not achieved. The assessor must not provide feedback on how to improve the evidence to achieve higher grades.

2.4 Coursework Resubmission

- The Lead IV may authorise one opportunity for the learner to re submit evidence to meet assessment criteria targeted by an assignment. This can only be authorised if the following conditions are met: -
 1. The learner has met the initial deadline set in the assignment, or has met an agreed deadline extension
 2. The assessor judges that the learner will be able to provide improved evidence without further guidance
 3. The original work has been authenticated by both the learner and the teacher

If any of the above three conditions are not met the Lead IV must not authorise a resubmission.

- If the Lead IV authorises a resubmission it must be: -
 1. Recorded on the assessment feedback form
 2. Completed within 15 working days of the learner receiving the results of the assessment but this must not cover a holiday period and must be within the same academic year of the feedback being given.
 3. Undertaken by the learner without any further guidance
 4. The learner and the assessor must complete the appropriate forms to confirm the authenticity of the re submitted work

2.5 Coursework Retakes

If a learner has met all of the conditions listed above in resubmission but has still not achieved the targeted pass criteria following resubmission of an assignment, the Lead IV may authorise one retake opportunity to meet the required pass criteria.

The Lead IV must only authorise a retake in exceptional circumstances where they believe it is necessary, appropriate and fair to do so.

- The retake must be a new task or assignment targeted only to the pass criteria which were not achieved in the original assignment
- The assessor must agree and record a clear deadline before the learner starts a retake
- The learner and the assessor must sign declarations of authentication as they both did for the previous submissions
- The assessor can not award a merit or distinction grade for a retake
- The learner will not be allowed any further resubmissions or retakes.

Standards Verifiers will require this to be included as evidence of any retakes in sampling.

3. External Assessment

Teachers/assessors teach the content of the units to be externally examined and prepare students for sitting the paper. These examinations must be sat as they are a major component of being successful with the BTEC qualification.

4. External Retakes

Following receipt of external assessment marks and after discussion with the learner and the Lead IV, the QN will consider whether it is appropriate to re-enter the learner for an external assessment. This information will be sent to the Exams Officer who will check the availability of the assessment and make the entries via Edexcel online as appropriate. Once the entries have been made, these are confirmed with the Lead IV who will then arrange for a letter to be sent home confirming the assessment information.

5. Assessment recording/tracking for learners

To ensure effective assessment takes place all courses must have an assessment tracker in place prior to the start of delivery. The tracker must:-

- Be understandable
- Be up to date
- Track progress from starting point / prior attainment towards a challenging target that supports positive value added
- Cover all aspects of the course
- Be used regularly by teachers, Lead IV and HODs where necessary.
- Be accessible to learners so that they are able to engage with the tracker (under teacher guidance) to see their own individual progress
- Be able to be used to facilitate early intervention for learners in danger of becoming at risk.
- Be stored on the Google drive and shared with all teachers involved in the course to have access to them.
- Be reviewed regularly by teachers, lead IVs and the HODs accordingly throughout the academic year.
- Be accessible to the Quality Nominee upon request.

6. Key dates and actions

The Exams Officer is responsible in conjunction with the QN, HODs and Lead IVs for the entry and registration of learners, submission of grades for internally assessed units and certification. The Exams Officer will inform HODs and Lead IVs of key dates and deadlines accordingly.

The Quality Nominee is responsible for liaising with the Centre Quality Reviewer and Standards Verifiers. Once first contact has been made with the SV, the QN hands over to the Lead IV. The QN requests that they are copied into all e-mail communication though to ensure that a good overview is maintained and to ensure responses are timely.

7. Useful links

Copies of all documents can be found in the BTEC staff handbook via the google drive.

Poole High School Learner BTEC Handbook- A copy of the PHS Learner handbook (including appeals procedure)



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BTEC BLENDED LEARNING (SUB-POLICY)

Poole High School

1. Introduction and aims

This policy seeks to describe the events that trigger the use of remote learning for BTEC qualifications either on an individual student basis or for whole groups of students. In the event of a school closure, Poole High School is committed to providing continuity of education to its students and will do so through a process of remote learning. Extensive remote learning applies particularly when/if the school is closed for an extended period of time but a high proportion of students and staff are healthy, and able to work as normal from home. This policy also applies when the school is open only to a proportion of its students (for example – in the event of a pandemic/infectious disease outbreak where limits on numbers of students have been specified in the interests of health and safety). This policy does not apply in the event of short-term school closures (e.g. as a result of inclement weather) or a short-term student absence.

Remote learning may also be appropriate in situations when students, in agreement with the school, have a period of absence but are able to work at home, at least to some extent. This may apply in cases such as exclusion from school, or long-term illness, assuming students are able to complete schoolwork at home. Another relevant instance would be if, following an infectious disease outbreak, students are self-isolating at home but are not unwell.

There is no obligation for the school to provide continuity of education to students who miss school, with or without parental permission, in contravention of school or Government guidance, for example, if parents choose to take students on holiday during term time.

The school will:

- To ensure that blended learning delivery meets the guidelines set by Pearson.
- To ensure that assessment methodology is valid, reliable and does not disadvantage any group or individual learners.
- To ensure that all learners have equal access to an appropriate, challenging curriculum.

2. Provision of work

2.1 Remote learning for individual students:

For students who are being required to self isolate, are healthy enough to work from home and have been agreed with the school, the school will provide work for students who are unable to attend school in person. If this occurs for an individual student, the collation of work, and communication with the parent will be coordinated by the student's Head of Year. For Key stage 4 students the year team will set up an individual google classroom where all the students' subjects will have an allocated topic, teachers are then informed by email and lessons are set in line with what is actually being taught in that lesson. For key stage 5 students, the year team informs class teachers to set work on their normal google classroom with the expectation they will join each lesson virtually. Work will only be provided to students in this way if there is an agreed absence lasting more than three working days.

2.2 Remote learning for larger groups of students (e.g. year groups)

In the event of an extended school closure (full or partial), the Headteacher will communicate the switch over to remote learning. BTEC subjects will provide continuity of education through remote learning in the following ways:

- All lessons will be conducted remotely mainly via Google Meet. All lessons will follow a normal lesson routine and will continue to be taught through a range of pedagogy
- The setting of work that students complete, written responses (if relevant) completed electronically which students hand in at the end of the lesson via google classroom.
- The assessment of specific assignments are explained virtually and then set via the google classroom as is normal practise. Students will then submit the work to teachers electronically and on which feedback is provided by the teacher as per the normal BTEC internal assessment policy.

The extent to which different methods of instruction are employed, is likely to be determined by the length of any school closure and the ability of both students and staff to participate in remote learning. For longer closures and closures involving large numbers of students, teachers will make more use of assessment via Google Meet, quick quizzes on Google Forms, and quizzes through Apps such as Seneca and Quizlet. The school reserves the right to vary the range of methods used to provide remote learning tasks, feedback and interaction, based on the particular circumstances of any closure and based on our experience and judgement.

2.3 Provision of remote work

Poole High School will:

- Work alongside the pastoral team and ICT support to ensure all learners can access home learning if required to isolate individually or as a year group.
- To continue to use Google Classroom to set work including internal assessments and learners to submit work under the correct assignment under the classwork tab.
- In the case of isolation, ensure that work is set through Google Classroom as per the schools' policy depending on the key stage this may include live lessons, recorded lessons, work set in assignments, work emailed, work posted home, or a combination of these methods.
- Ensure the setting of assignments is undertaken in the face-to-face sessions (this can be in a virtual environment) and that deadlines are clear. However, where an assessed BTEC assignment is introduced remotely, ensure that there is a means for learners to ask questions, either through google chat or as a live lesson.
- Ensure that teaching/delivery/assessment staff are timetabled to support blended learning when learners are working remotely. Any live lessons should be taking place when the class would normally be timetabled.
- Ensure there is a process to manage feedback on assignments (as per BTEC assessment policy), questions are constructively answered, and feedback is provided in a timely manner. Where appropriate, use the feedback method provided on the students document via the google classroom.
- Ensure that when learners submit work measures are taken to ensure the work is authentic and has been completed by the learner. Ensure plagiarism has been discussed with learners and follow usual procedures for authentication.
- Maintain and store securely all assessment and internal verification records (via MyBTEC) in accordance with Pearson Centre Agreement.

Additional considerations

- For subjects with a high level of practical evidence required, use as much available face to face time to generate this evidence as possible. Record learners as much as possible in case assessment cannot be completed due to isolation. Please follow the guidance that has been provided by Pearson for each subject on how to conduct practical elements of assessment
- If practical and suitable for task, request permission for cameras to be used in live lessons. This is particularly for L3 learner. Ensure all live lessons are recorded for safeguarding purposes.

2.4 The Provision of Work and Tasks (Assignments):

All BTEC Subjects will provide work in-line with students' timetables. Tasks will be set in accordance with existing schemes of work, and tasks will be designed to – as much as possible – allow students to progress through the planned schemes of work. The nature of tasks set will allow students to learn independently, without the specific support of an adult at home.

The type of task set will vary between BTEC subjects, but examples of appropriate tasks might include:

- Working through subject-specific presentations provided by the department;
- Watching a relevant video resource and making notes on it;
- Completing worksheets or written responses to questions;
- Completion of internally assessed assignments following the appropriate adaptations set by BTEC
- Research tasks and subsequent presentation of findings in a variety of formats;
- Completion of practice questions or past papers, particularly for those who are due to sit an external assessment in the near future.

2.5 Google Suite

All BTEC subjects will use Google Classroom to set classwork and for completion of assignments including submission. Students will use the range of google document programs to complete their work which has become normal practise within the BTEC qualifications we offer. 'Google Meet' will be used to conduct live lessons even when it is a coursework write up lesson in order to ensure there is a continuous dialogue open to students. Subjects can also use Google Chat in order to answer questions in between lessons and relay any misconceptions they can see are collectively happening.

Students will be expected to use Google Classroom for submitting internal assessments. Teachers can view student work and, if appropriate, respond to what they have done. However, it should be noted that teachers will adhere to the BTEC Assessment policy in relation to feedback.

2.6 Expectations of Students

Assuming that a student is healthy and well enough to work, students will be expected to participate fully in the remote learning process, completing independent work, and submitting assessed tasks promptly and to the best of their ability. Work should be submitted via Google classroom via the 'classwork' section. Students are expected to adhere to any deadlines set unless too unwell to be working at home then an extension will be considered as per normal policy.

Students will be expected to follow their normal school timetable, where possible, completing set tasks on the day they would normally study a particular subject. Teachers will work on the assumption that students are in possession of the full range of books and equipment that they would usually have in school. The school does not expect students to have access to any specialist equipment that would usually be provided by the school (e.g. Science, Art).

2.7 Expectations of Teachers

Under normal circumstances, subjects take different approaches to the setting and assessment of students' work. In the event of an extended school closure, the setting and assessment of remote learning tasks will take place in accordance with BTEC, school and departmental policies. In order that we are providing a consistency of approach, Curriculum Leaders are responsible for overseeing the nature and frequency of tasks set within their departmental area under the guidance from the Director of Vocational Education.



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BTEC APPEALS (SUB-POLICY)

Poole High School

1. Introduction and aims

Poole High School is committed to ensuring that all BTEC assessment (internal & external) is run as effectively and efficiently as possible in order to allow learners the ability to reach their full potential. This policy will:

- Enable the learners are enabled to enquire, question or appeal against an assessment decision
- Attempt to reach an agreement between the learner and the Assessor at the earliest opportunity
- Standardise and record any appeal to ensure openness and fairness
- Facilitate a learner's ultimate right of appeal to Edexcel
- Protect the interests of all learners and the integrity of the qualification.

In order to achieve this, Poole High School will:

- Inform the learner at induction, of the Appeals Policy and procedure
- Record, track and validate any appeal
- Forward the appeal to Edexcel when a learner considers that a decision continues to disadvantage her/him after the internal appeals process has been exhausted
- Keep appeals records for inspection by Edexcel for a minimum of 18 months
- Have a staged appeals procedure
- Will take appropriate action to protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results
- Monitor appeals to inform quality improvement.

2. Learner induction about the appeals procedure

At the start of all BTEC courses, individual teachers deliver introductory lessons to the BTEC subjects under the guidance of the Quality Nominee and Lead IV for the specific subject. This involves a breakdown of the course including examined units and internally assessed units and the expectations during the course.

The teachers introduce the learners to the Poole High School BTEC Learners Handbook which they have to sign to agree to the expectations laid within it. A copy is placed on google classroom for students to access and refer back to at any time. (Poole High School BTEC Learner handbook). The handbook includes:

- Assessment and grading
- Malpractice policy
- Appeals procedure
- Access, recruitment and equal opportunities
- Homework
- Dates for submission of work, these are usually set by the Lead IV through the assessment plan. Learners are given a curriculum plan at the beginning of the academic year which lays out all hand in dates throughout the year.
- External assessment including dates for January and May sittings as applicable
- Command verbs at pass, merit and distinction.

3. The BTEC Appeals Process

This policy is to be used in conjunction with the Poole High School complaints policy in terms of the appeals procedure. Poole High School always encourages open dialogue between members of staff and learners to minimise the use of the appeals procedure. If a resolution cannot be reached, then the procedures outlined below are followed. The Quality Nominee may be engaged in the early stages if the assessor is the IV or lead IV. If the appeal is in relation to a unit assessed by the Quality Nominee the appeal will be dealt with by the Head of Business.

Stage 1	Appeal made to the assessor <ul style="list-style-type: none">• An appeal made in writing within 3 working days of the assignment being returned.• On receipt, the appeal will be logged using the PHS Internal Appeal Record Form (Appendix 1) and investigated.• Learner notified of the outcome, in writing, within 3 working days
Stage 2	Appeal to be made to the internal verifier (or lead IV if the IV is the assessor) <ul style="list-style-type: none">• This must be made in writing within 3 working days of the stage 1 outcome being received.• On receipt, the appeal will be logged on the original PHS Internal Appeal Record Form from stage 1 and investigated.• Learner notified of the outcome, in writing, within 3 working days
Stage 3	Appeal made to the Lead Internal Verifier <ul style="list-style-type: none">• This must be made in writing within 3 working days of the Stage 2 outcome being received• On receipt, the appeal will be logged on the original PHS Internal Appeal Record Form from stage 2 and investigated.• Learner notified of the outcome, in writing, within 3 working days
Stage 4	Appeal made to the Quality Nominee <ul style="list-style-type: none">• This must be made in writing within 3 working days of the Stage 3 outcome being received• On receipt, the appeal will be logged on the original PHS Internal Appeal Record Form from stage 3 and investigated.• Learner notified of outcome, in writing, within 3 working days
Stage 5	Appeal made to the Headteacher <ul style="list-style-type: none">• This must be made in writing within 3 working days of the Stage 4 outcome being received• On receipt, the appeal will be logged on the original PHS Internal Appeal Record Form from stage 4 and investigated.• Student notified of outcome, in writing, within 3 working days.• This decision will be final.

If the appeal is regarding an externally assessed unit, the learner may request this or the assessor / Lead IV. The Lead IV or Quality Nominee will contact the Exams Officer who will follow the procedures to request an appeal or remark as per JQC and Pearson guidelines.

3.1 Recording each stage of the appeals procedure

Should an appeals procedure be initiated, the assessor must use the Poole High School Internal Appeals Form to record the appeal. All stages are included on the same form and this will be forwarded accordingly depending on the stage. A copy of this form is shared in the BTEC Policies folder in the google drive.

Once a final decision has been reached (whichever stage it has reached), the Quality Nominee, Lead IV and Exams Officer will keep a copy for 18 months saved on the google drive.

3.2 Monitoring appeals

Poole High School we aim to minimise the need for appeals through robust training and monitoring of staff that we ensure that:

- Internal assessments are conducted by members of the teaching staff who have appropriate knowledge, understanding and skills in this area.
- Assessment evidence provided by learners are produced and authenticated according to the requirements of Pearsons.
- The consistency of internal assessment will be maintained by internal verification and standardisation all of which are recorded via MyBTEC.
- All student work being assessed by teaching staff for external qualifications is carried out fairly, consistently and in accordance with the rules and regulations of the specification relating to the qualification.

Throughout an appeals procedure, the Quality Nominee should be informed of all appeals irrespective of the stage reached. This information can then be used to discuss best practice and be used for further training of lead IVs and assessors.

3.3 Useful links

- Copies of all documents can be found in the BTEC staff handbook in staff share.
- Poole High School BTEC Learner Handbook- A copy of the PHS Learner handbook (including appeals procedure)

4. BTEC Internal Appeal Record Form

BTEC Qualification:	Unit number:
Student name:	Assessor:

Stage 1 (unit assessor)	Response within 3 working days
Reason for appeal (please give full details):	Outcome:
Date:	Date:
Student signature:	Assessor signature:
I agree / disagree with the outcome of the stage 1 appeal	
Student signature:_____	

Stage 2 (Internal Verifier)	Response within 3 working days
Please enter here the reason for disagreement with the outcome of the first stage of appeal:	Outcome:
Date:	Date:
	Internal verifier signature:
I agree / disagree with the outcome of the stage 2 appeal	
Student signature:_____	

Stage 3 (QN)	Response within 3 working days
Please enter here the reason for disagreement with the outcome of the second stage of appeal:	Outcome:
Date:	Date:
	Lead Internal verifier signature:
I agree / disagree with the outcome of the stage 3 appeal	
Student signature:_____	

Stage 4 (SLT Line Manager)	Response within 3 working days
Please enter here the reason for disagreement with the outcome of the third stage of appeal:	Outcome:
Date:	Date:
	Line manager signature:
I agree / disagree with the outcome of the stage 4 appeal	
Student signature: _____	

Stage 5 (Head teacher)	Response within 3 working days
Please enter here the reason for disagreement with the outcome of the fourth stage of appeal:	Outcome:
Date:	Date:
	Headteacher signature:

Final declaration

Final decision:	
I confirm that I have received and read a copy of this internal appeal record and the learner has been informed of the final outcome.	
Headteacher signature: _____	