

# Oaks Park High School

**Title of Policy:**                    **Assessment Policy**

**Person responsible:**        **L Gleeson**

**Date for review:**            **Annually**

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This policy should be read in conjunction with the ARR policy.

## 1. **Marking Students' Work**

Each learning area should establish a Marking Policy which reflects the need of the individual subject, but does not conflict with the school's overall policy.

### **Marking should:**

- Motivate students to increase their efforts by praising current achievement.
- Assist students by setting clear targets for aspects of work where further development is needed.
- Provide feedback to teaching staff on how well students have understood the current work to support future planning.

### **At Oaks Park we use the following marks:**

<b>Mark</b>	<b>Means.....</b>
<b>Underline</b>	Try this spelling again.
<b>C</b>	Find the missing or misplaced capital letters.
<b>.</b>	Insert the missing full stops.
<b>//</b>	Mark in where the paragraphs should go.
<b>Exp</b>	Rewrite this short section at the end to improve the expression.
<b>+</b>	Add in this point that you forgot to include.
<b>✓</b>	Well-written section – apt and clear.
<b>✓✓</b>	Striking or imaginative writing.

Feedback on progress should inform the next steps in a student's learning and takes its most effective form when it is a continuous dialogue, as opposed to a single comment. Through creative setting of homework, we can support our students to become independent learners and help them to make progress.

### **Minimum amount of homework:**

- Once every week.

### **Minimum amount of written feedback:**

- **KS3:** Once every two weeks.
- **KS4:** Once every two weeks.
- **KS5:** Three per half-term.

### **Suggested amount of peer feedback:**

- **KS3:** twice a HT
- **KS4:** twice a HT

- **KS5:** Once every two weeks.

All feedback to include **'WWW' & 'Targets'**:

- WWW and Targets could be either a **sticker** or **stamp** (departments to develop their own). This will make it easy for students to read their targets.

Targets to be followed up by students and teachers:

- A log of this would be kept at the end of the exercise book

**Verbal feedback** from teacher should be written down by students. Teacher could put a **stamp** to make it visible and easy to follow up, eg:

<p>My teacher asked me to:  .....  I will do it by:  .....</p>
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Departments should design and implement their own system.

- Specific pieces of work need to be marked; not necessarily every single page of a student's exercise book.
- Each marking should have a specific focus.
- At least one feedback per half term must have a 'Literacy' focus.
- KS5 students to retain a feedback form which should be kept in their folders.

*All minimum numbers are for core subjects. Other subjects should use on a pro-rata basis.*

*Implementation of the policy will be carried out through **Lesson Observations, Departmental Reviews and Line Management meetings**. Training will be provided to help teachers in using the new policy effectively.*

### **Students and the Assessment Process**

Students should be fully involved in the assessment process. They will need to have a clear understanding of the learning outcomes to be assessed and will be engaged by teachers in a process of review and negotiation regarding their progress. Self-assessment, target setting and review of progress should be common practice in all departments. The above process of formative assessment will extend to the keeping of reports and the Record of Achievement.

### **Making Use of the Results of Assessments**

The school clearly recognises the value of assessment in providing information. Different groups will be involved in the process of evaluation, for which certain strategies will need to be adopted.

Students will be informed of their results. They will be engaged in regular dialogue and negotiation with teachers, self-evaluation and target setting. This will be formalised in school reports, contact with parents/carers and the schools Action Planning/Mentoring Programme

Teachers will scrutinise levels of achievement within their own classes and thus review the required future programme of learning. Within departments, evaluation of assessment outcomes will be linked to review of Schemes of Work and teaching units, which may need regular modification.

The whole staff, perhaps with governors and/or LEA Inspection, will review the school curriculum and try to ensure against problems such as low expectation, under-achievement, duplication of teacher assessment by departments, curriculum balance, etc. It will be the responsibility of the Senior Management Team to maintain this ongoing programme.

## **2. Examination Responsibilities**

**Headteacher:**

Overall responsibility for the school as an exams centre:

- Advises on appeals and re-marks.
- Is responsible for reporting all suspicions or actual incidents of malpractice. *Refer to the JCQ document 'Suspected Malpractice in Examinations and Assessments'.*

### **Examinations Officer:**

Manages the administration of public and internal exams; works with relevant staff on analysis of exam results and:

- advises the Senior Management Team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures, as set by the various exam boards;
- oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events;
- ensures that candidates and their parents are informed of, and understand, those aspects of the exams timetable that will affect them;
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines;
- provides and confirms detailed data on estimated entries;
- receives, checks and stores securely all exam papers and completed scripts;
- administers access arrangements and makes applications for special consideration using the *JCQ Access Arrangements and Special Considerations Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examinations*;
- identifies and manages exam timetable clashes;
- accounts for income and expenditure relating to all exam costs/charges;
- line manages the senior exams invigilator in organising the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams;
- works with the relevant staff to prepare and present reports to the Senior Management Team, showing results achieved in relation to expected grades and comparable data for previous years, indicating where future procedural improvements might be made;

### **Examination Responsibilities (cont.)**

#### **Examinations Officer:**

- submits candidates' coursework marks; tracks, despatches and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule;
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the Senior Management Team, any appeals or re-mark requests;
- maintains systems and processes to support the timely entry of candidates for their exams.

#### **Team Leaders and Subject Leaders:**

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Accurate completion of coursework mark sheets and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

#### **Teachers:**

- Submission of candidate names to Team Leaders and Subject Leaders.

#### **Curriculum Access:**

- Administration of access arrangements.
- Identification and testing of candidates' requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for Speakers of Other Languages, IT equipment - to help candidates achieve their course aims.

**Lead invigilator/invigilators:**

- Collection of exam papers and other material from the exams officer prior to the start of the exam.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams officer.

**Candidates:**

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Adherence to examinations procedures.

**Administrative Staff:**

- Support for the input of data.
- Posting of exam papers.

**Statutory Tests and Qualifications Offered**

The statutory tests and qualifications offered at this centre are decided by Team Leaders, Subject Leaders and Senior Management Team. Currently these are: GCSE; A Level; BTEC Levels 1, 2 & 3 (including STEM); OCR Nationals Levels 1 & 2; COPE; ALAN and ESOL.

**Changing Syllabus**

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 1<sup>st</sup> July of the academic year before the syllabus is due to start.

**Decisions on Entries**

Decisions on whether a candidate should not study an individual subject will be taken by the Team Leader/Subject Leader, in consultation with the Head of Year, candidate, parent/carer and where appropriate, one or more of subject teacher, Inclusion Coordinator, and Senior Management Team with line management responsibility for that year team.

**Key Stage 3:**

Currently no national exams are required at Key Stage 3. The Assistant Headteacher for data is responsible for collecting, publishing and submitting the necessary results to the Local Authority.

**Key Stage 4:**

All candidates will be entitled and enabled to achieve an entry for qualifications from an external awarding body.

**Key Stage 5:**

All candidates will be entitled and enabled to achieve an entry for qualifications from an external awarding body, provided the conditions for 6<sup>th</sup> Form have been met.

**Exam Seasons**

- Internal exams are scheduled in December for Y11, January for Y12 & Y13 and June for Y10.
- External exams are scheduled in November (Y10 Science, Y11 Maths & Science); January (AS/A2 modules, Y11 Science); March (Y11 Science) and May to June (AS/A2, Y10/11 GCSE) with practical/oral exams scheduled as appropriate.
- All internal exams are held under external exam conditions.
- Which exam series are used in the centre is decided by the Head of Sixth Form, Team Leaders, Subject Leaders and Senior Management Team.

## Exam Timetables

The exams officer(s) will circulate the exam timetables for both external and internal exams once these are confirmed.

## Entries

- Candidates are selected for their exam entries by Team Leaders, Subject Leaders and subject teachers.
- A candidate or parent/carer can request a subject entry, change of level or withdrawal. The final decision is made by the Team Leader/Subject Leader in consultation with the Head of Year. This will be subject to charge if outside the time limit set by the exam boards.
- The centre may accept entries from external candidates at the discretion of the Headteacher.

## Late Entries

- Entry deadlines are circulated to Team Leaders and Subject Leaders via email and internal mail.
- Late entries are authorised by Team Leaders and Subject Leaders and submitted by the exams officer. Any costs are taken from the subject's capitation.

## Retakes

- The school is unable to afford general resit courses. The priority for resources are our GCSE, A Level and BTEC courses.
- Students in the sixth form who obtain a grade D in English or Mathematics may re-sit the examination in November. In order to do this, students must make a request in writing by the end of the second week of the Autumn Term. A charge will be made which includes both the exam fee and an administration payment.
- The subject team **will not** support students through the revision process by timetabled revision sessions or tutorials.
- For GCSE and AS/A2 modular courses, students may be allowed to re-sit a module **only once** - to be paid for by the student. Should a Team Leader or Subject Leader request additional resits, the fees will be paid from the subject capitation.
- A charge will be levied where a student wishes to re-sit a whole examination for which the school has paid the initial entry fee.
- Any charges made will include both the exam fee and an administration payment.
- The Head of Sixth Form will check and sign re-sit forms for AS/A2 modules, to check on the number of re-sits being made.

(See also Exam Fees and Section 3 of the School's Charging Policy).

## Exam Fees

- Initial registration and entry exam fees (for the statutory tests and qualifications offered) are paid by the centre.
- Late entry or amendment fees are paid by Learning Teams.
- Candidates or Learning Teams 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.
- A charge will be levied in respect of exam entries for candidates where the school has not prepared the candidate for the exam unless allowed by the Headteacher.
- A charge will be levied where a candidate fails, without good reason, to complete the requirements of any public exam where the school has paid or agreed to pay the entry fee. This includes sitting all exams and meeting the necessary coursework requirements.
- This fees reimbursement policy will be communicated, in writing, to candidates and parents/carers at the start of GCSE and post-16 courses.
- For retake fees, see the previous section on Retakes.
- Learning teams pay for any enquiries about results (EARs) that they request. Students who wish to have papers re-marked will be responsible for the cost of all fees. (See also section Enquiries about results [EARs]).

- Any charges made will include both the exam fee and an administration payment. (See also section 3 of the school's Charging Policy).

### **The Disability Discrimination Act (DDA); Special Needs and Access Arrangements**

The Disability Discrimination Act 2005 extends the application of the DDA to general qualifications. All exam centre staff must ensure that access arrangements and special consideration regulations and guidance are consistent with the law.

#### **Special needs**

- A candidate's special needs requirements are determined by the Inclusion Coordinator and the educational psychologist / specialist teacher.
- The Inclusion Coordinator will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam.
- The Inclusion Coordinator can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

#### **Access arrangements**

- Making special arrangements for candidates to take exams is the responsibility of the Inclusion Coordinator.
- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Inclusion Coordinator.
- Rooming for access arrangement candidates will be arranged by the Inclusion Coordinator, with the exams officer.
- Invigilation and support for access arrangement candidates will be organised by the Inclusion Coordinator with the exams officer.

#### **Estimated Grades**

Team Leaders and Subject Leaders will submit estimated grades to the exams officer when requested to do so.

### **Managing & Invigilating Exam Days**

#### **Managing invigilators:**

- External invigilators will be used for exam supervision. They will be used for all exams.
- The recruitment of invigilators is the responsibility of the exams officer.
- Securing the necessary Criminal Records Bureau (CRB) clearance for new invigilators is the responsibility of the exams officer.
- CRB fees for securing such clearance are paid by the centre.
- Invigilators are timetabled and briefed by the exams officer.
- Invigilators' rates of pay are set by the centre administration.

#### **Exam days:**

- The exams officer will, after liaison with the Business Manager and other users, book all exam rooms and make the question papers, other exam stationery and materials available for the invigilator.
- Site management is responsible for setting up the allocated rooms.
- The lead invigilator will start all exams in accordance with JCQ guidelines.
- A Team Leader, Subject Leader or delegated subject teacher will be present at the start of the exam and for the first 5 minutes, to assist with identification of absent candidates and any administration particular to that subject, but must not advise on which questions are to be attempted.
- Heads of Year and/or pastoral assistants will be present at the start of exams for their year group to help collect portable electronic devices and arrange for contacting absent students.
- In practical exams, subject teachers may be on hand in case of any technical difficulties.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Team Leaders and Subject Leaders at the end of the exam session.

- Further guidance on conduct of exams is given in Appendix 2.

### **Arrangements if a fire alarm sounds**

- If the fire alarm sounds in the area where GCSE/AS/A2 exams are taking place, the senior invigilator should stop the exam and note the time.
- Invigilators should then oversee students lining up in silence in the area designated, to ensure the integrity of the exam is maintained and SMT to be informed.
- Once the all clear is given, invigilators should then oversee students returning in silence to ensure the integrity of the exam is maintained.
- When all seated, the exam should continue and finish when the allotted time is complete.

### **Candidates, clash candidates and special consideration**

#### **Candidates:**

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff must accompany them.

#### **Clash candidates:**

The exams officer will be responsible, as necessary, for identifying escorts, identifying a secure venue and arranging overnight stays.

#### **Special consideration:**

- Should a candidate be too ill to sit an exam, suffer bereavement or other trauma, or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre or the exam invigilator to that effect.
- Any special consideration claim must be supported by appropriate evidence within five days of the exam - for example, a letter from the candidate's doctor.
- The exams officer will then forward a completed Special Consideration form to the relevant awarding body within 7 days of the exam.

### **Coursework and Appeals against Internal Assessments**

#### **Coursework:**

- Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.
- Team Leaders and Subject Leaders will ensure all coursework is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom.
- Marks for all internally assessed work are provided to the exams officer by the Team Leaders and Subject Leaders.

#### **Appeals against Internal Assessments:**

The procedure is outlined in the Appeals policy in Appendix 1. The main points are:

- Appeals will only be considered if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.
- Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing to the exams officer, before the May half-term holiday of the year in which the written exams are taken. The exams officer will oversee the appeals process.
- The results of the appeals process will be notified in writing to the candidate and recorded for awarding body inspection.

### **Results, Enquiries about Results (EaRs) and Access To Scripts (ATS)**

**Results:**

- Candidates will receive individual results slips on results days, in person at the centre and by post to their home addresses (where candidates provide a stamped addressed envelope).
- Arrangements for the school to be open on results days are made by the Headteacher. The provision of staff on results days is the responsibility of the exams officer.

**Enquiries about results (EARs):**

- EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- Learning teams pay for the EARs that they request. When the centre does not request an EAR, a candidate may apply to have an enquiry carried out. The candidate will be responsible for the cost of all fees.

(See section on Exam fees and Section 3 of the School's Charging Policy.)

**Access to scripts (ATS):**

- After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.
- If a result is queried, the exams officer, teaching staff and Headteacher will investigate the feasibility of asking for a re-mark at the centre's expense.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE re-marks cannot be applied for once a script has been returned.

**Certificates**

- Certificates are presented in person and collected and signed for.
- No certificates to be posted, due to high replacement cost if lost.
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so and present evidence of authorisation.
- Certificates may be withheld from candidates who owe fees. A transcript of results may be issued if a candidate agrees to pay the costs incurred.
- The centre retains certificates for two years.

**Appendix 1****Marking of Internally Assessed Coursework****Procedures for Internal Appeals**

The purpose of this policy is to inform staff and candidates of:

- the procedures for informing candidates of the internal assessment of coursework;
- the procedures for resolving disputes over internal assessment marks.

**Informing Candidates of Coursework Marks and Resolving Initial Queries**

- Teachers should inform candidates of the results of the internal assessment of coursework at least one week before the end of formal teaching in that subject.

- Sometimes if a candidate is unhappy about the mark awarded for internal assessment s/he should ask the subject teacher to explain why the mark was given.
- If not satisfied with the explanation s/he receives, s/he should speak to the Team Leader for the subject concerned.
- In exceptional circumstances, if the candidate still does not understand or does not accept the mark which has been awarded, s/he can follow the Formal Appeals Process outlined below.

### **Formal Appeals Process – Written Appeals**

- The exams officer is in overall charge of managing appeals relating to internal assessments.
- Copies of all correspondence will be given to the candidate, the teacher concerned, her/his Team Leader and the Senior Manager for examinations.
- A formal appeal should be made in writing to the exams officer stating the details of the complaint and the reasons for the appeal. The subject and teacher concerned should be clearly stated.
- The appeal must be submitted before the May half-term holiday of the year in which the written examinations are taken.
- The teacher concerned will respond to the appeal in writing to the exams officer; a copy will be given to the candidate.
- In very exceptional circumstances, if the candidate is still not happy with the written response s/he have received, s/he can request a personal hearing before an Appeals Panel, as outlined below.

### **Formal Appeals Process – Appeals Panel**

- A formal request for an appeals panel should be made in writing to the exams officer within two days of receiving the written response to the initial formal appeal.
- The exams officer will then convene an appeals panel and give the candidate at least two days notice of the hearing date. A breakdown of the marks awarded will be given to the candidate in advance of the appeal.
- The appeals panel is to consist of 3 people: the teacher concerned, the Team Leader and a member of Senior Management unconnected with the subject concerned.
- If the Team Leader is the teacher who awarded the disputed mark, another member of the department should also be on the panel.
- The candidate can be supported in the presentation of her/his case by one parent or carer.
- A written record will be kept of the proceedings and include the outcome of the appeal and the reasons for that outcome.
- A copy of the records will be sent to the candidate by the exams officer.
- Appeals should include a review of the procedures used by the Centre to award marks for internal assessment and should consider whether those procedures were in conformity with the requirements of the Awarding Body and the Code of Practice.
- All appeals should have been resolved by the date of the last externally assessed paper of the examination series.
- The centre will inform the Awarding Body (Examining Board) of any change to an internally assessed mark as a result of an appeal.

## **Appendix 2**

### **Guidance on the Conduct of Exams**

#### **General**

1. **AM exams commence at 8.30. PM exams commence at 1.45.**
2. Senior invigilator reads exam regulations.
3. Senior invigilator begins exam and notes start/finish times on board.
4. Latecomers admitted and spoken to at end; no extra time unless exceptional circumstances.

5. Senior invigilator stops the exam. **Invigilators** collect in papers - **NOT teaching staff**.

#### **Team/Subject Leaders/Subject Specialist**

1. Essential for subject specialist to be present at start to iron out any possible problems.
2. Helpful if a subject specialist can also visit Curriculum Access exams.
3. **AM exams - arrive at 8.20 . PM exams - arrive at 1.35.**
4. For AM exams, arrange for register cover with the Office Manager, if required. No other cover should be needed.
5. Subject specialist speaks to students about exam details **before** exam regulations are read out.
6. Check whether absentees have been withdrawn to save phone call home.

#### **Heads of Year/Pastoral Assistants**

1. Essential for year team to be present at start to collect valuables and contact absentees.
2. Check when your year group has exams.
3. Bring a box and envelopes for phones (these can usually be obtained from the school office).
4. **AM exams - arrive at 8.15. PM exams - arrive at 1.30.**
5. Students arrive 15 minutes before the exam and wait outside the Bowls Club.
6. Students enter as requested by senior invigilator.
7. **Collect all mobile phones/iPods as students enter.** Place in envelope & ask student to write name on their device. **Keep in a secure area for students to collect after exam.**
8. Students out of uniform – **spoken to at the end.** If completely out of uniform - sit exam at back of hall.
9. **Absentees quickly noted and home/student contacted.**

#### **SMT**

1. **AM exams - arrive 8.20. PM exams - arrive 1.35.**
2. Ensure smooth entrance, particularly for large exams. Two SMT members may be needed if exams are in two venues or large numbers of Curriculum Access.
3. Check with senior invigilator if required at end of exam to dismiss students (mainly very large exams).
4. For exams in Main Hall – DD to arrange rota to oversee corridors at changeover.

#### **Curriculum Access/Overflow Rooms**

1. Invigilator collects papers from the Bowls Club/Main Hall.
2. Invigilator checks they are the correct papers; regulations are displayed and clocks are visible.
3. Inform year team whether students are present or absent.
4. Scripts to be passed to exams officer at end of exam.