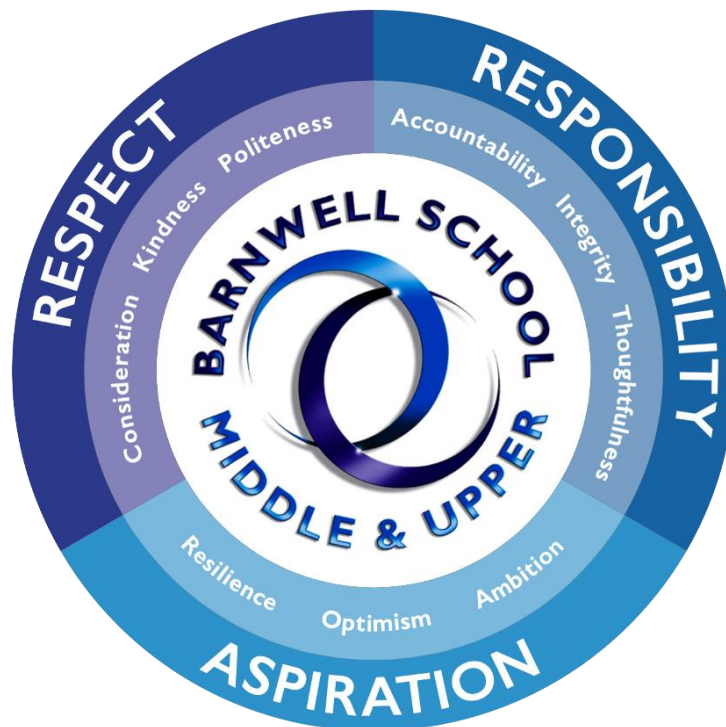


BARNWELL SCHOOL

EXAMS & Controlled Assessments POLICY



Last Review- November 2025

To be Reviewed – November 2026

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The purpose of this exams policy is:

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

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

The exams policy will be reviewed every year.

The exams policy will be reviewed by the Exams Officer and the Exams Manager.

Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

Exam responsibilities

The head of centre:

- has overall responsibility for the school/college as an exams centre and advises on appeals and reviews of marking.
- is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document *Suspected malpractice in examinations and assessments*.
- has overall responsibility for ensuring a member of the senior team verifies students' identity at the start of each exam.
- Will ensure an exam conduct assembly is held before internal and external exams commence.

Exams officer¹:

- manages the administration of internal and external exams.
 - advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
 - Ensure that students who are about to undertake controlled assessment and coursework are fully informed of the regulations regarding plagiarism and artificial intelligence.
 - Ensure that students who are about to undertake controlled assessment and coursework are fully informed of the internal appeals process and are aware of how they can appeal
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- oversees the production and distribution, to all centre staff 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.
- checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines and ensure that up to date regulations are sent to teaching staff at the start of each academic year.
- provides and confirms detailed data on estimated entries.
- maintains systems and processes to support the timely entry of candidates for their exams.
- receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- administers access arrangements alongside SENCo and makes applications for special consideration following the regulations in the JCQ publication *A guide to the special consideration process*.
- identifies and manages exam timetable clashes.
- accounts for income and expenditures relating to all exam costs/charges.
- Organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- tracks, dispatches, and stores returned coursework / controlled assessments.
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.
- Ensures that all JCQ regulations for candidates are up to date and available on the school website.
- Ensure that students, parents and carers are aware of the examination regulations and where to find them.

BTEC and Level 3 Assessment Administrator is responsible for:

- Support faculties in day-to-day running of their subject BTEC's, including key dates.
- Downloading and issuing to staff the Pearson Set Assignments for BTEC Tech Awards.
- Assignment tracking, sending reminders to teaching staff re: hand in dates for BTEC L1 and L3 qualifications.
- Requesting assessment plans from teaching staff for BTEC L1 and L3 qualifications so that documentation can be prepared.
- BTEC file preparation and documentation including assignment briefs, iv of assignment briefs and sampling records, etc.
- Holding BTEC subject folders centrally for all courses and keeping them updated.
- Advising teaching staff on standardization materials and requesting signed confirmation when this has taken place.
- Supporting with pre-select random samples of BTEC learners work for external moderation.
- Support with any resubmissions of evidence.
- Work with exams officer on special considerations and ensure all BTEC learners are entered by the deadline for the series and entry for the internally assessed components.
- Complete all student assessment records for every subject completing BTEC Tech Awards including Component details and learner candidate numbers.
- Support in classrooms to evidence practical elements of BTEC coursework.
- Arranging BTEC meetings with staff throughout the academic year, checking on what is needed in terms of quality assurance, etc.
- Ensuring we have a record of Lead Internal Verifiers and back-up's if needed.

Heads of Faculty are responsible for:

- guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.

- accurate completion of entry and all other mark sheets checking for correct entry codes and students in adherence to deadlines as set by the exams officer.
- accurate completion of coursework / controlled assessment mark sheets and declaration sheets.

Teachers are responsible for:

- supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.
- Ensuring that students understand and sign controlled assessment declaration forms to authenticate their work.

The Special Educational Needs Co-ordinator/Specialist Teacher is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements.
- process any necessary applications in order to gain approval (if required).
- working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Invigilators are responsible for:

- In the absence of a member of SLT or the Exams Officer, the lead invigilator must read out JCQ regulations script or play the recorded version at the start of all exams.
- assisting the exams officer in the efficient running of exams according to JCQ regulations.
- collection of exam papers and other material from the exam's office before the start of the exam.
- collection of all exam papers in the correct order at the end of the exam and ensuring their immediate and secure return to the exam's office.

Candidates are responsible for:

- understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own, therefore confirming that plagiarism has not taken place and that AI has not been used.
- Reading all JCQ regulations relevant to them on the Barnwell School website, ensuring they conduct themselves in all exams according to the JCQ regulations.

Qualifications offered

The qualifications offered at this centre are decided by the Curriculum Manager/SLT.

The types of qualifications offered are GCE/GCSE/BTEC/Vocational/Entry Level

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year. If there is to be a change of specification for the next year, the exams office must be informed by Head of Faculty.

Informing the exams office of changes to a specification is the responsibility of the Head of Faculty.

Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Teachers in consultation with the Head of Faculty and SLT.

Exam series

Internal exams are scheduled in January. This is subject to change, as directed by the Deputy Head or Head of Centre

External exams and assessments are scheduled in November, January, and June.

Internal exams are held under external exam conditions.

The centre does offer some assessments on an on-demand basis. If offered, on-demand assessments can be scheduled only in windows agreed between the Head of Faculty and the Exams Officer.

Exam timetables

Once confirmed, the exams officer will circulate the exam timetables for internal and/or external exams at a specified date before each series begins.

Entries, entry details and late entries

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

The centre accepts entries from ex-students, but entry and invigilation fees are payable by the candidate. If the ex-student now attends another centre, the entry should be made at their centre.

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

Entry deadlines are circulated to heads of department/curriculum via email and bulletin.

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

GCSE resits are allowed.

A level resits are allowed.

Re-sit decisions will be made by Head of Faculty *in* consultation with Exams Officer

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 for each exam's series.

GCSE entry exam fees are paid by the Centre.

A level entry exam fees are paid by the Centre.

Vocational exam fees are paid by the Centre.

Late entry or amendment fees are paid by the Centre.

External candidates' fees to be paid for by the candidate.

Fee reimbursements are sought from candidates:

- if they fail to sit an exam
- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances

Resits

There are two situations where a resit may arise; school initiated or because of a parental or candidate request.

Where the school initiates a resit, the fee will be paid for by the centre.

If a parent or candidate requests a resit the fee would normally be paid for by the parent or candidate.

Equality Legislation

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

The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of Centre.

Access arrangements

Classroom teachers are responsible for referring students who they feel may require access arrangements. The Special Educational Needs Co-ordinator/Specialist teacher 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 Specialist Teacher

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

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the head of SENCO.

Rooming for access arrangement candidates will be arranged by the Exams Officer and Special Educational Needs Co-ordinator.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Exams Officer and Special Educational Needs Co-ordinator.

Contingency planning

Contingency planning for exams administration is the responsibility of the Head of Centre.

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

Managing invigilators

External staff will be used to invigilate external examinations.

Staff to supervise internal exams.

Recruitment of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of Human Resources.

DBS fees for securing such clearance are paid by the centre.

Invigilators' rates of pay are set by the Head of Centre.

Invigilators are recruited, timetabled, trained, and briefed by the Exams Officer.

Malpractice

The head of centre in consultation with the exams officer / deputy head / Head of Faculty is responsible for investigating suspected malpractice.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.

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

The Exams Officer and/or SLT will start and finish all exams in accordance with JCQ guidelines. In some instances, this task may fall with the invigilator in the exam room.

SLT may 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. SLT responsible for that subject are not allowed inside the exam room.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or invigilators and must not be removed from the exam room before the end of a session. Papers will be distributed to heads of department by the Exams Officer, in accordance with JCQ's regulations.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

Candidates

Students will have their exam timetable printed out and will have made themselves familiar with their exam venue.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room a candidate must not have access to items other than those clearly listed as allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones, airpods / wireless earbuds, watches, i-watches and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times. If a student has been unsupervised within the official start and finish time of an exam, they will be unable to return to the exam.

The exams officer is responsible for handling late or absent candidates on exam day if.

Clash candidates

The exams officer will be responsible for arranging supervision between exams and any overnight supervisions that may be required.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect.

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

The exams officer will make a special consideration application to the relevant awarding body in accordance with the exam board requirements, as long as the application is supported by the Exams Manager and the Head of Centre.

Internal assessment

It is the duty of heads of faculties 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.

Marks for all internally assessed work are provided to the exam's office by the heads of faculties. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document which is available on the school website under students / examinations.

Results

Candidates will receive individual results slips on results days:

- in person at the centre
- emailed to their school email address, only if requested by email by the candidate from their school email address
- by post to their home address, only if requested by email - candidates to provide a self-addressed envelope

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 Exams Officer or the Exams Manager.

The provision of the necessary staff on results days is the responsibility of the deputy head of exams.

Enquiries about Results (EAR)

There are two situations where a review of marking may be requested.

- school initiated (for GCSE this will be English Language, English Literature and Mathematics only).
- because of a parental / student request.

GCSEs

The school will only initiate and pay for a review of marking if the student achieved a grade lower than their predicted grade and was only 1 or 2 marks away from the grade above the grade they were awarded. (For English Language, English Literature and Mathematics only).

Students can request a review of marking for any other subject however this will need to be paid for by the student / parent before it can be processed with the exam board.

A Levels

The school will only initiate and pay for a review of marking if the student was 1 or 2 marks away from the grade above.

A request for a review of marking or clerical check requires the written consent of the candidate, even when initiated by the school. A request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates. If a candidate's request for an EAR is not supported, the candidate may appeal, and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document. All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within twenty working days of the receipt of results. Consent via the Access to Scripts form is required.

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

An EAR cannot be applied for once an original script has been returned.

Processing of requests for ATS will be the responsibility of Exams Officer

Certificates

Certificates will be available after 7th November. Collection details will be emailed to parents and carers once they are available.

- in person at the centre
- collected and signed for certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so and bring suitable identification with them that confirms who they are.
- The centre must retain certificates for at least one year from the date they were made available to students.
- Replacement certificates may be issued by awarding bodies at a cost to the candidate. The ordering of replacement certificates is the responsibility of the candidate.

What is Controlled Assessment?

Controlled assessment is an internal assessment that replaced GCSE coursework from many courses in September 2010. It was introduced by the Qualifications and Curriculum Development Agency to address some of the issues raised in coursework, such as plagiarism, teacher assistance and parental intervention.

Preparing students for Controlled Assessment:

The requirements for each subject are different and the Specifications give more detail about what preparation is required and appropriate. Generally, teachers will need to:

- teach an overview of the chosen topic/task before students set to work
- give students the context they need to understand the topic
- teach students any skills they will need for their tasks, such as research skills
- support and guide students throughout the research, drafting and write-up stages

Levels of control:

As the name suggests, it applies increased control over assessment of students' work at three critical points:

Task setting

Task taking

Task marking

Each stage has a level of control (high, medium or low) to ensure reliability and authenticity and to make assessments more manageable for teachers and students.

Teachers will ensure that the correct level of control is enforced at the appropriate time by following the instructions given in their chosen Specification.

Formal supervision (high level of control):

Students must be in direct sight of the supervisor at all times.

The use of resources is tightly prescribed, normally only research folder/diaries

Students must complete all work independently

No assistance can be given to students

Informal supervision (medium level of control):

Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.

Students have access to resources

Students can work together

Students can receive limited oral guidance; model answers and writing frames are not permitted.

Teachers must ensure that:

- the students' work is their own
- plagiarism does not take place

- the contributions of individuals are recorded accurately

Limited supervision (low level of control):

Some work can be completed without supervision, outside the classroom/centre

Students have access to resources

Students can work together

Students can receive oral and written guidance from teachers

Research diary/folder:

Each student should have a research diary/folder in which to record their research, planning, resources etc. It provides evidence that each student's final assignment is their own work and that the ideas are their own. It should contain a note of all the sources used such as books, websites, DVDs etc (bibliography). It may contain an essay plan but should not contain any lengthy passages of prose that can be copied out in the final assessment. It is perfectly acceptable for teachers to produce a simplified 'student-friendly' version of the assessment criteria to be stored in the diary.

Students may have access to their diary during the high control write-up phase but once this phase has started, no new material can be introduced into the research diary.

Storage of work:

Throughout the assessment period, all assessment materials (including mark schemes and student work) must be stored securely, usually in a locked cabinet/cupboard. Work produced over several sessions must be collected at the end of each session and stored securely, including, if appropriate, research folders/diaries. Work produced electronically must be saved securely to ensure it cannot be amended between sessions. Work stored on memory sticks etc should also be collected in after each session. In some cases, where students are producing artefacts in Design & Technology or artwork in Art & Design, the locked classroom, studio, or workshop will count as secure storage. If departments do not have safe storage, the examinations office does.

Test marking:

Teachers will mark work using the marking descriptions and other guidance provided by the Examination Board. The work will be standardized internally and prepared for external moderation in line with the requirements set by the Examination Board. Departments must not release or dispose of students' work until after the closing date for enquiries about results or any subsequent appeal. *Any concerns about malpractice should be discussed with the Examinations Officer. Guidance is provided in the Joint Council for Qualifications booklet "Instructions for conducting controlled assessments", which has been given to all Heads of Department or Teachers in charge of subjects, together with Form JCQ/M1. Copies of the booklet and form can be found at www.jcq.org.uk.*

Access arrangements:

These apply equally to controlled and external assessments, for example use of practical assistants, readers or additional time. Further details are available on the Joint Council for Qualifications (JCQ) website (www.jcq.org.uk/exams_office). The SENCO will identify students requiring special consideration and applications will be made on behalf of these students by the Examinations Officer.

Student attendance

As the examination boards have issued time guidance for the completion of controlled assessments/coursework good attendance is, therefore, very important. It may be possible to arrange 'catch up' sessions for those that have been missed but students will need to liaise with teaching staff to organise this. If a student does not attend these 'catch up' session, then there may be a point at which it is no longer possible to complete the controlled assessment. If this situation should occur, then the centre will submit the controlled assessment mark based on the completed section of the assessment. This will result in the student achieving a lower than predicted grade in the subject.

Plagiarism & AI (Artificial Intelligence)

Plagiarism and AI has been a growing concern with the wealth of material widely available through the Internet and other media. Increasingly, there is scope for candidates to trawl for material, import it virtually or entirely unedited into their own work then, by default or design, to represent it as their own. Candidates doing this will be severely penalised. All sources must be carefully and individually acknowledged as outlined in the JCQ regulations. If candidates use the same wording as a published source, they must place quotation marks around the passage and state where it came from. Candidates must give detailed references even where they paraphrase the original material. For material taken from the Internet, references must show the precise web page from the address line

e.g. <http://www.arts.ualberta.ca/morris/239/hamlet.html>

The school is legally obliged to satisfy itself, at the point of submission, that each candidate's work is entirely their own. Candidates are required to certify this by signing a formal declaration of authenticity that is submitted to the Board along with the candidate's work.

Please see Information to Candidates below for coursework and NEA:

https://www.jcq.org.uk/wp-content/uploads/2024/08/IFC-Coursework_Assessments_2024_FINAL.pdf

[IFC-NE Assessments 2024 FINAL.pdf \(jqc.org.uk\)](#)

Outlining Responsibility - GCSE controlled assessment and coursework

1. Senior leadership team link (exams)

Accountable for the safe and secure conduct of controlled assessments and coursework. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

In the summer term prior to the start of each academic year, begin co-ordinating with heads of department/subject to schedule controlled assessments and coursework.

Map overall resource management requirements for the year. As part of this resolve:

- clashes/ problems over the timing or operation of controlled assessments and coursework.
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved have a calendar of events

Update an internal appeals policy for controlled assessments and coursework.

2. Heads of department

Decide on the awarding body and specification for a particular GCSE.

Ensure a member of the department attends standardisation meetings regularly and reports to updates and changes to the remainder of the department.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment and coursework.

Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

3. Teaching Staff

Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.

Understand and comply with the awarding body specification for conducting controlled assessments and coursework tasks, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exam's office details of all unit codes for controlled assessments and coursework.

Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment. Students should also be made aware of the nature and consequences of plagiarism.

Attend standardisation meeting and/or receive appropriate up skilling from standardisation link.

Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exam's office to the awarding body when required, keeping a record of the marks awarded.

Retain candidates' work securely between assessment sessions (if more than one).

Post-completion retains candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

4. Exams office staff

Enter students for individual units, when requested by the subject teacher, whether assessed by controlled assessment, coursework, external exam or on-screen test, before the deadline for final entries.

Enter students' 'cash-in' codes for the terminal exam series, once advised by the subject teacher.

Where confidential materials are directly received by the exam's office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

Download and distribute entry marksheets for teaching staff to use and collect and send entry marksheets to awarding bodies before deadlines.

On the few occasions where controlled assessment or coursework cannot be conducted in the classroom, arrange suitable accommodation where it can be carried out, at the direction of the senior leadership team link.

5. Special educational needs coordinator

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met.