



Examinations Procedures

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1. Exam responsibilities

Head of Centre has overall responsibility for the school as an exam centre.

Exams Officer

Manages the administration of public and internal exams and analysis of exam results:

- Advises the senior leadership team, subject teachers, group tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- Provides and confirms 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 expenditures relating to all exam costs/charges
- Line manages the exams invigilators, helps organise the recruitment, training of a team of exams invigilators responsible for the conduct of exams
- Oversees coursework procedures
- Arranges for dissemination of exam results and certificates to candidates and forwards any appeals/re-mark requests
- Maintains systems and processes to support the timely entry of candidates for their exams.

Senior Leadership Team

- Organisation of teaching and learning.
- External validation of courses followed at key stage 4 / post-16.

Curriculum Team Leaders

- Involvement in post-results procedures.
- 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

- Notification of access arrangements (as soon as possible after the start of the course).
- Submission of candidate names to SENCO and Exams Officer.

SENCO

- Liaises with Exams Officer re 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.

Invigilators

- Collection of exam papers and other material from the exams office before the start of the exam.
- Organise and supervise the examination in accordance with JCQ guidelines.
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.

Candidates

- Checking exam entries and notifying exams officer of any errors or omissions immediately.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Administrative staff

- Support for the input of data.
- Posting of exam papers.
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2. The statutory tests and qualifications offered

The statutory tests and qualifications offered at this centre are decided by the senior leadership team.

The statutory tests and qualifications offered include GCSE, A levels, BTEC, Cambridge National Awards and Functional Skills.

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 as soon as possible.

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

3. Exam seasons and timetables

3.1 Exam seasons

Internal exams are scheduled throughout the academic year.

The main exam seasons for external exams are May and June retakes in GCSE English Language and Mathematics can take place in November as well as June.

Internal trial exams for Year 10, 11, 12 and 13 students are held under external exam conditions.

Which exam series are used in the centre is decided by the Curriculum Team Leader and linked member of SLT.

3.2 Timetables

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

4. Entries, entry details, late entries and retakes

4.1 Entries

Candidates are selected for their exam entries by the Assistant Headteacher and Curriculum Team Leaders

The centre accepts external entries at the Exams Officer's discretion.

4.2 Late entries

Entry deadlines are circulated to Curriculum Team Leader.

Late entries are authorised by Curriculum Team Leader and exams officer.

4.3 Resits

Resit decisions will be made in consultation with the candidates, exams officer and the Curriculum Team Leader.

5. Exam fees

GCSE initial registration and entry exam fees are paid by the centre.

AS initial registration and entry exam fees are paid by the centre.

A Level initial registration and entry exam fees are paid by the centre.

Late entry or amendment fees are paid by the faculties, candidates or Exams budget (depending on circumstance).

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.

Reimbursement will be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

This fees reimbursement policy will be communicated in writing to candidates and parents/carers.

Resit fees for first and any subsequent retakes are paid by the candidates.

(See also section 4.3: Resits)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.

(See also section 11.2: Enquiries about results [EARs])

6. The Equality Act 2010, special needs and access arrangements

6.1 The Equality Act 2010

The Equality Act 2010 is complied with in that no student is discriminated against and reasonable adjustments are made (access arrangements, special consideration etc.) where there is a need.

6.2 Special Needs

A candidate's special needs requirements are determined by the SENCO, doctor and the educational psychologist / specialist teacher.

The SENCO 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 SENCO can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

6.3 Access Arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the SENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the exams officer.

7. Estimated grades

Estimated grades

Curriculum Team Leader will submit estimated grades to the exams officer when requested by the exams officer. This is part of the IA procedures in school.

8. Managing invigilators and exam days

8.1 Managing invigilators

External invigilators will be used for exam supervision. They will be used for external exams and internal trial exams.

The recruitment of invigilators is the responsibility of the Exams Officer.

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

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

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by Christleton Learning Trust pay policies.

8.2 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 invigilator.

Site management is responsible for setting up the allocated rooms and any other requirements connected to the smooth running of exams.

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

Subject staff may be present at the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted. They must comply with JCQ regulations at all times.

The Curriculum Team Leader /Assistant Headteacher (or their nominated deputy) should be present at the start of every external examination and every trial examination to assist with identification and discipline issues.

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

Exam papers must not be removed from the exam room before the end of a session. Papers will be distributed to Curriculum Team Leader as soon as possible after the end of the exam session.

9. Candidates, clash candidates and special consideration

9.1 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.

9.2 Clash Candidates

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

9.3 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 seven days of the exam.

10. Coursework and appeals against internal assessments

10.1 Coursework

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Curriculum Team Leader will ensure all coursework is ready for despatch at the correct time and will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the exams boards by the Curriculum Team Leader.

10.2 Appeals against Internal Assessments

The centre is obliged to publish a separate procedure on this subject, it is listed as Appendix 1 at the end of this document.

The main points are:

- Appeals will only be entertained 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 by 30 June to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- The head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

11. Results, enquiries about results (EARs) and access to scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days in person at the centre. Arrangements for the school to be open on results days are made by the head of centre. The provision of staff on results days is the responsibility of the head of centre. Apart from exceptional circumstances, any results for year groups below year 11 will be given out to students in the first week of term.

11.2 EARs (Enquiries about results)

EARs may be requested by centre staff or candidates via the exams officer if there are reasonable grounds for believing there has been an error in marking. Requests must be made within exam board deadlines. If centre staff request a remark payment is to be made from faculty budget unless SLT agree for this to come out of the exams budget. When a candidate requests the remark, the candidate must pay. The written consent of candidates must be obtained in all cases.

11.3 ATS (Access to scripts)

After the release of results, candidates may request the return of papers within exam board deadlines. The candidate must pay for this.

Centre staff may also request scripts for investigation or for teaching purposes. Payment for this is from faculty budgets.

In both cases, the written consent of candidates must be obtained. All requests for return of scripts must be made via the exams officer and within exam board deadlines.

12. Certificates

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing by the candidate to do so.

13. Controlled assessment responsibilities

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments.
Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with CTLs to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)
- Map overall resource management requirements for the academic year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments
 - 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.
- Create, publish and update an internal appeals policy for controlled assessments.

Curriculum Team Leader

- Decide on the awarding body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.
- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- 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 candidates as the specification allows.
- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Exams office staff

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use.
- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.

14. Malpractice

Malpractice in coursework or centre assessed work for examinations

Teachers must ensure that candidates do not:

- submit work which is not their own;
- lend work to other candidates or allow their work to be copied;
- allow other candidates access to, or the use of, their own independently sourced material or assist others in the production of coursework; (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);
- use any books, the internet or other sources without acknowledgement or attribution;
- submit work word-processed by a third person without acknowledgement.

These actions constitute malpractice, for which a penalty (e.g. disqualification from the assessment) will be applied.

If irregularities in coursework are discovered prior to the candidate signing the declaration of authentication this should be dealt with under the Faculty's internal procedures and need not be reported to the awarding body. Details of any work which is not the candidate's own must be recorded on the authentication form supplied by the awarding body or other appropriate place. If irregularities in coursework are identified by a centre after the candidate has signed the declaration of authentication, this must be reported by the Curriculum Team Leader to the examinations officer, who will inform the head of centre who will then submit full details of the case to the relevant awarding body at the earliest opportunity. Guidance is provided in the JCQ publication Suspected Malpractice in Examinations and Assessments: Policies and Procedures. The publication and Form JCQ/M1 can be found on the JCQ website - <http://www.jcq.org.uk/exams-office/malpractice>.

Our internal appeals procedure, relating to internal assessment decisions, must be made available and accessible to candidates. The procedure covers appeals against decisions to reject a candidate's coursework on the grounds of malpractice.

15. Detection of plagiarism

There are a number of clues that point to the possibility of plagiarism, and teachers should remain alert to these. Further guidance on the detection of plagiarism may be found in the JCQ document Plagiarism in Examinations: Guidance for Teachers/Assessors.

This document can be found on the JCQ website –
<http://www.jcq.org.uk/exams-office/malpractice>.

The following guides, published by Ofqual, should also be consulted:

<http://www.ofqual.gov.uk/for-students-and-parents/123-for-students-and-parents-main-box-2-no-image/268-plagiarism-guides-for-students-parents-and-teachers>.

16. Authentication procedures

Candidates must confirm that work they submit for assessment is their own. All candidates are required to sign a declaration of authentication before submitting their coursework to their teacher/assessor for final assessment. This is to confirm that the work is their own and that any assistance given and/or sources used have been acknowledged. Centres should record marks of zero if candidates cannot confirm the authenticity of work submitted for assessment.

It is also a requirement that teachers/assessors confirm to the awarding body that all of the work submitted for assessment was completed under the required conditions and that they are satisfied the work is solely that of the individual candidate concerned. If they are unable to do so, the work should not be accepted for assessment. All teachers/assessors who have assessed the work of any candidate entered for each component must sign the declaration of authentication.

The teacher should be sufficiently aware of the candidate's standard and level of work to appreciate if the coursework submitted is beyond that candidate's talents. In all cases, some direct supervision is necessary to ensure that the coursework submitted can be confidently authenticated as the candidate's own.

If teachers/assessors have reservations about signing the authentication statements, the following points of guidance should be followed:

- if it is believed that a candidate has received additional assistance and this is acceptable within the guidelines for the relevant specification, the teacher/assessor should award a mark which represents the candidate's unaided achievement.
- The authentication statement should be signed and information given on the relevant form;
- if the teacher/assessor is unable to sign the authentication statement of a particular candidate, then the candidate's work cannot be accepted for assessment. A mark of zero should be recorded on the mark sheet or encoded on the EDI file;
- if malpractice is suspected, the examinations officer should be consulted about the procedure to be followed

17. Marking of internally-assessed coursework

In marking coursework, teachers should pay close attention to the requirements of the specification. Teachers should note that it is their responsibility to award marks for coursework in accordance with the marking criteria detailed in the awarding body's specification and subject-specific associated documents. Teachers must show clearly how the marks have been awarded in relation to these marking criteria. The centre's marks must reflect the relative attainment of all the candidates.

Where a teacher teaches his/her own child, the centre must declare the conflict of interest and send the marked work to the moderator whether it is part of the sample or not.

18. Annotations

Any guidance given in the awarding body's specification on providing evidence to support the marks awarded must be followed. Subject to any further guidance contained in specifications, one of the following approaches should be adopted:

- summary comments either on the work (usually at the end) or on a cover sheet;
- key pieces of evidence flagged throughout the work by annotation either in the margin or in the text;
- a combination of the above.

Indications as to how marks have been awarded should:

- be clear and unambiguous;
- be appropriate to the nature and form of the coursework;
- facilitate the standardisation of marking within the centre;
- enable the moderator to check the application of the assessment criteria to the marking.
- indicate where the assessment criteria have been met, e.g. by writing key phrases from the criteria (such as 'awareness of values', 'selects information', 'uses a variety of techniques') at the appropriate point in the work;
- indicate any planning and processing not undertaken individually, and provide details of any assistance or prompting given to the candidate.

19. Jointly-produced work

Where permitted by the specification, the work of individual candidates may be informed by working with others, for example in undertaking research, but candidates must provide an individual response as part of any task outcome. Where an assignment may be undertaken as part of a group, for example undertaking field research, each candidate must write up his/her own account of the assignment. Even if the data the candidates have is the same, the description of how the data was obtained and the conclusions drawn from it must be in each candidate's own words. Alternatively, where candidates are required to construct a product, they may collaborate in the construction of the product but their responses must be their own and their individual contribution clearly identified.

20. Centre contingency and adverse effects

Should students be unable to complete a qualification, QPHS will support the students wherever possible to achieve. Where a student is absent from school for authorized reasons deadlines for individuals will be adjusted on a pro rata basis. If a student is unable to complete a course due to a long term absence, QPHS will allow the student to re-take the year they have missed in order to complete their courses. QPHS employs qualified teaching staff and where possible selects staff who are able to teach more than one subject area, if a staff member is absent for a prolonged period of time, this allows for a change in timetable to ensure students are not disadvantaged and can continue purposefully in their studies.

QPHS are committed to ensuring the best possible education for all and strive to exceed expectations.

Appendix 1

Reviews of marking - centre assessed marks (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)

Queen's Park High School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Queen's Park High School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Queen's Park High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Queen's Park High School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Queen's Park High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Queen's Park High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Queen's Park High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Queen's Park High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Queen's Park High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Queen's Park High School and is not covered by this procedure.

Appendix 2 - Risk Management Procedure

Example Risks and Issues	Possible Remedial Action		Staff
	Forward Planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	MCB
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	MCB
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	CTLs
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		CTLs

Downloading Awarding Body Set Tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	CTLs /ICT
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	CTLs /Exams
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task.	CTLs /Exams/ICT
Absent Candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		CTLs
Control Levels For Task Taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	CTLs
Supervision			
Student study diary/plan not provided or completed (not all GCSE controlled assessments will require the completion of a study diary or study plans)	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	CTLs

Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		CTLs
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		CTLs
Task Setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification (all tasks whether set by the awarding body or the centre must be developed in line with the requirements of the specification).	Seek guidance from the awarding body	CTLs
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	CTLs
Security Of Materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	CTLs

Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department	Seek guidance from the awarding body	CTLs
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	CTLs
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	CTLs
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	CTLs
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	CTLs
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	CTLs

Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	CTLs
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	CTLs

KEY

MCB – Joanne McBride – Assistant Headteacher

Exams – Joanna Moore/Dave Helsby

ICT – Dave Helsby/Ryan Hodgkinson/Luke Billingham

CTLs – Lisa Phillips/Ashley Jones/Sarah Blears-Chalmers/Lauren Whitford-Stark/Eadaoin Merryweather/Simon Parker/Matt Yeoman