

Full name of policy:	<b>Assessment and Tracking Policy (including Public Examinations)</b>		
Name and post of person responsible:	Joseph Hoddy (Deputy Head Academic)		
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Policy Reference:	All policies can be found in the 'Information for Staff' folder		
Total number of pages: (Including appendices and front sheet)	13		
Comments:	<p>This policy should be read in conjunction with:</p> <ul style="list-style-type: none"> <li>• Specific Awarding Body requirements and guidelines</li> <li>• JCQ notice to centres <i>examinations contingency plan/examinations policy</i></li> <li>• JCQ <i>Instructions for conducting examinations 1 September 2021 – 31 August 2022</i> <a href="https://www.jcq.org.uk/wp-content/uploads/2021/08/ICE_21-22_v6.pdf">https://www.jcq.org.uk/wp-content/uploads/2021/08/ICE_21-22_v6.pdf</a></li> <li>• Behaviour Policy</li> <li>• Staff handbook</li> </ul>		
Written	Joseph Hoddy (Deputy Head (Academic)	Signature: 	Date: 30/08/21
Ratified	Jan Balon (Headteacher)	Signature: 	Date: 28.9.21

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The purpose of this Assessment and Tracking Policy including Public Examination is:

- to ensure the planning and management of assessments and exams is conducted efficiently and in the best interest of candidates.
- to ensure the operation of an efficient assessment tracking and exam system with clear guidelines for all relevant staff.
- To outline contingency plans should the examinations officer be absent at a critical stage of the examinations cycle

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

London Academy of Excellence Tottenham is committed to actively promoting equality of opportunity in everything that it does and to ensuring that differences between all of our learners and staff are valued and respected. This policy complies with the 2010 Equality Act. This assessment tracking and exam policy will be reviewed annually.

## A. Internal Assessment and Tracking Progress

Through their time at LAET, students have a number of internal school assessment to set target grades, monitor their progress and inform us where extra support is needed. These assessments are outlined in the table below:

Assessment Name	Rationale	Data Captured
<b>Data Capture 1: Benchmarking</b>	Benchmarking provides LTs with an opportunity to assess prior learning and to support the early identification of students who may require intervention or a review of their curriculum choices. 30-45 mins recommended length.	Benchmarking grade based on initial start to the course - LTs may decide whether an in-class assessment informs this or whether it is grounded in teacher judgement.
<b>Data Capture 2: Yr 12 Half Termly Assessment</b>	The placement of the HTA is at the LTs discretion but it should provide an opportunity to assess the initial 7-8 weeks learning. It should be assessed against A-Level standards. 45-60 mins recommended length.	TAG Grade and Independence grade
<b>Data Capture 3: Yr 12 Mid Year Reports</b>	Mid Years offer an opportunity to assess term one learning and should replicate a more formal exam experience. Academic Board will review the results and a small number of students may move to a 3 A-Level programme where academic and pastoral concerns are identified. 60-90 mins recommended length	Current, TAG, independence and a written report
<b>Data Capture 4: Yr 12 Summer Term Assessments</b>	Summer Term assessments act as a benchmark for Year one learning. They are reviewed and moderated with LAE Stratford and Highgate to replace the rigour of the old 'AS-Level.' These examinations are sat in the examination hall. 60-150 mins recommended length. Parents evening follows this collection.	Current, TAG, UCAS and independence
<b>Data Capture 5: Yr 13 Half-termly Assessment</b>	Given the length of the summer break, this affords LTs the opportunity to assess the retention of Year 12 learning and to update UCAS predictions. 60-120 mins	Current, TAG, UCAS and independence
<b>Data Capture 6: Yr 13 Written Reports</b>	Parent reports that afford subject teachers the opportunity to update parents on students' progress ahead of the mock exams and to review TAGs in light of any further assessment information.	TAG, independence and written report
<b>Data Capture 7: Yr 13 Mocks</b>	Year 13 mock exams that assess taught content up to this point. Students should sit A-Level style papers. Assessment times should reflect the examination length. Parents evening follows this collection.	Current, TAG and independence
<b>Data Capture 8: Yr 13 Pre Public Exams</b>	An opportunity to measure the impact of intervention post mock and to sit any examination content not covered in the mocks.	TAG only
<b>Data Capture 9: Yr 13 Exit Poll</b>	Final predicted grade collection before the external A-Level examinations	TAG only

## Current, Target and Stretch Grades

Sixth formers at LAE work with three grades:

- Their target grade is based on their ALIS 90<sup>th</sup> prediction. The school will select either the ALIS 90<sup>th</sup> grade based on GCSE APS or the ALIS 90<sup>th</sup> grade based on their computer aptitude test performance. A target grade is for benchmarking purposes only and should not be seen as a ceiling to a student's potential achievement.
- Their **“C” (Current)** grade, which is the current level (according to A2 standards) at which they are working. The grade is entered onto BROMCOM following assessments and mocks as a 'fine grade' – A1, A2, A3, B1, B2, B3 etc. (see document: '*Guidance for teachers inputting “Current” grades following benchmarking, half termly assessments and mock examinations*')

The final grade sixth formers at LAE work with are their Teacher Assessed Grade (TAGs):

### Teacher Assessed Grades (TAGS)

Lead Teachers submit estimated grades for Years 12 and 13 at regular intervals (usually following half term assessments and mocks). Teacher assessed grades (TAGs) are used internally to assess progress against the School Development Plan, plan interventions, monitor attainment of different groups of pupils and analyse in-house variation between departments.

These should be fine graded:

- 1= Already showing signs of improving the grade
- 2= Solidly working towards that grade
- 3= May have shown glimpses of that grade but, for whatever reason (effort, absence etc.) they may slip down.

and take into account:

- A-Level syllabus & criteria.
- Markbook - Prior & current performance and potential
- Prior attainment data.
- Lived experience (comparisons to previous year of results)

Teachers are considering their current level of attainment based on work done thus far and potential: how 'clever' are they, how hard working? = What are they on track to get in Year 13?

### UCAS Predicted Grades

Initial UCAS predicted grades are awarded to Yr 12 students following their end of year 12 assessments and final UCAS grades are awarded in September of Yr 13. UCAS grades are evidence informed and will be no more than one grade up from a student's assessment performance in summative exams.

A UCAS grade may be the same as the assessment grade achieved or one grade higher depending on the strength of the grade achieved (e.g. how close to a grade boundary) and how in-keeping it is with assessment performance across the year.

### Monitoring & reporting on students

Teachers must keep a mark book (electronic or paper) to record homework and class test results. It

is strongly suggested that this be done through the Bromcom mark book function. It is the responsibility of Lead Teachers to enter HTA and mock results onto Bromcom by the deadlines in the ['Monitoring and Evaluation Calendar.'](#)

Independence grades are also submitted at each data capture cycle (see Appendix 3).

Short reports containing independence grades and Professional Estimated Grades are sent home to parents after each data collection. Long reports, with teacher comments, are also attached to one Year 12 and one Year 13 report cycle.

It is essential that concerns over individual attainment are raised in the first instance with the Lead Teacher of the department and the student's tutor. Academic cause for concern students are a standing item at Lead Teachers' meetings and students may be put on an academic report if agreed with the Deputy Head (Academic). After each data capture, intervention will be arranged for students on the whole school academic cause for concern list and letters will be sent home to inform parents of the action being taken. Where no improvement is evident, parent meetings will be arranged to agree a support plan for student. Students in danger of significantly underachieving in a subject (e.g. achieving an E or a U) will be met with regularly to review their child's progress and to consider alternative curriculum options.

### **Academic Rewards and Sanctions**

#### **Rewards:**

Students demonstrating excellent classroom and learning behaviours are rewarded through House points, Headteacher awards and half-termly academic achievement assemblies led by the Head of Year.

#### **Sanctions/Support:**

Teachers should follow the behaviour policy and sanctions ladder to promote effective behaviour for learning. Students who require additional academic support will be triaged to identify the most effective course of support and this may include: attending subject intervention, attending the school's study group programme, academic coaching and learning support.

### **Public Examinations Policy**

The London Academy of Excellence Tottenham recognises that public examinations play an essential part in a student's education and success in nationally recognised examinations is extremely important for them to meet their university and career aspirations. Effort is made to ensure that students are given the necessary support through every stage of the examination process.

In order that students can succeed in public examinations the school will ensure that:

- Students have the opportunity to take public examinations appropriate to their individual abilities, interests and aspirations, within the constraints imposed by limited space and resources and the remit of our curriculum.
- As an examination centre (**centre number: 12676**), LAE Tottenham meets the requirements of the Examination Boards and the procedures as laid out in the JCQ *Procedures for the Conduct of Examinations*.
- The school ensures that the environment in which public examinations are conducted is a positive one in which students are able to concentrate, reflect and demonstrate what they know and can do with the minimum of disruption and uncertainty.

## 1. Exam responsibilities

### Head teacher

Overall responsibility as Head of Centre number 12676. Delegated responsibilities to Data Analyst and Deputy Head (Academic) to:

- Advise on appeals and re-marks.
- Report all suspicions or actual incidents of malpractice. Refer to the JCQ document *suspected malpractice in examinations and assessments*.

### Data Analyst

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

- Advise the LAE Tottenham Leadership Team, Lead Teachers, teachers, tutors and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Organisations.
- Co-ordinate examination procedure in accordance with the Joint Council Procedures for the entry and conduct of examinations and the notification of results.
- Contribute to the production and distribution to staff, and candidates of an annual calendar for all exams in which candidates will be involved and communicate regularly with staff concerning imminent deadlines and events.
- Ensure that candidates are informed of and understand those aspects of the exam timetable that will affect them.
- Ensure that the responsibilities, rules of conduct and regulations governing the administration of examinations are well publicised so that the responsibilities of students, invigilators, parents and staff are clearly understood.
- Ensures provisional examination entries are collected from Lead Teachers near the beginning of the examination year. Entries are then checked individually by tutors with students before entry by the Examinations Officer via the relevant examination boards' websites.
- Consult with Teaching Staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Provide and confirm detailed data on estimated entries.
- Receive, check and store securely all exam papers and completed scripts.
- Administer access arrangements and make 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*.
- Identify and manage exam timetable clashes.
- Account for income and expenditures relating to all exam costs/charges.
- Line manages the invigilation team; their recruitment and training. Monitor the whole invigilation team responsible for the conduct of exams.
- Submit candidates' coursework marks, track despatch and store returned coursework and any other material required by the appropriate awarding organisations correctly and on schedule.
- Arrange for dissemination of exam results and certificates to candidates and forward appeals/re-mark requests.

- Maintain systems and processes to support the timely entry of candidates for their exams together with the recording of any achievement.
- Implement this policy in accordance with all other School policies, procedures and regulations on Health & Safety, Equal Opportunities, Quality Assurance, financial matters and Data Protection Act.

### **Lead Teachers**

- Ensure that course and exam information is correctly set up in Bromcom
- Provide guidance and pastoral oversight to candidates who are unsure about exam entries or amendments to entries.
- Comply with Awarding Organisation and specification requirements.
- Provide direction to candidates on post-results procedures.
- Accurately complete all exams documentation/coursework marksheets/declaration sheets and adhere to deadlines.
- Check candidate entry lists for their subject and inform the Examinations Officer of omissions or amendments to meet internal deadlines.
- Inform the Exams Office of changes to course/entry/levels.
- Provide details of additions to or removals from candidate lists to meet internal deadlines.
- Return completed Exams documentation to the Exams Office in order to meet the internal deadlines.
- Check Access arrangement list and inform the SEN and Learning Support Lead.

### **Tutors**

- Provide guidance and careers information with reference to A level requirements.
- Ensure entries are checked individually with students before entry by the Examinations Officer via the relevant examination boards' websites.

### **SEN and Learning Support Lead**

- Oversee identification and testing of candidates' requirements for access arrangements.
- Liaise with Exams Office to organise exam access arrangements.
- Provide additional support — with spelling, reading, mental health, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to assist candidates in achieving their course aims.

### **Lead Invigilator/Invigilators**

- Check the examination room prior to the arrival of candidates to ensure that:
  - Heating, lighting, ventilation and levels of extraneous noise are acceptable.
  - No display materials that might be helpful to candidates are visible.
  - A reliable clock of readable size is visible to each candidate.
  - Ensure notices are displayed in accordance with JCQ regulations.
  - The seating arrangements prevent candidates, intentionally or otherwise, from overseeing the work of others.
- Be fully aware of the regulations according to JCQ "*The Instructions for Conducting Examinations*".
- Ensure that a signed record is kept of the seating and invigilation arrangements for any examination session that they participate in.
- Carry out checks on the identity of candidates on their arrival.
- Take all reasonable steps to ensure that:
  - The official examination stationery is issued to candidates and that no other stationery, including paper for rough work, is provided.
  - Candidates take into the examination room only those articles, instruments or materials which are expressly permitted.
  - Candidates have all the necessary material provided by the Awarding Organisation to enable them to complete the examination.

- Open the packet of examination papers and issue the papers to candidates.
- Give clear instructions to candidates about the conduct of the examination to ensure that they fully understand what they are required to do.
- Supervise the candidates throughout the whole time the examination is in progress, and give complete attention at all times to this duty.
- Complete the Attendance Register during the examination and inform the Exams Office of any absentees.
- Know the actions to be taken in the event of an emergency such as an emergency evacuation.
- At the end of the examination, to collate all scripts in candidate number order and ensure that they are handed to the correct person.
- Collect all unused stationery in the examination room and return it to the Exams Office.
- Ensure that the room is left in a tidy condition.
- Work to promote and apply LAE Tottenham's safeguarding policy and procedures.

### **Candidates**

- Check personal exam entries on receipt of timetable and inform the Exams Office of any discrepancies.
- Understand coursework regulations and sign the relevant declaration that authenticates the coursework as their own.
- Take responsibility for compliance with Awarding Organisation and JCQ regulations with respect to coursework, controlled assessment, written examinations, and online tests.
- Pay for any re-sits in the specified period where appropriate
- Attend all timetabled assessments.
- Responsible for noting accurately the times, dates and venues for public examinations and being present as required.
- Responsible for supplying any items of stationery which are not supplied by the examination board e.g. pens, pencils, erasers, protractors, calculators etc.
- Unsatisfactory attendance, attitude, completion of coursework and academic progress, may lead to being withdrawn from one or more examinations. The final decision in such cases rests with the Headteacher.
- Adhere to the school's uniform regulations during public examinations.

## **2. The qualifications offered**

The qualifications offered at this Centre are decided by the School Leadership Team.

The subjects offered in any academic year may be found in the Centre's published prospectus for that year and on the LAE Tottenham website. If there has been a change of syllabus/specification from the previous year course information must be changed with Student Records and the Exams Office must be informed by 1 October for all qualifications. LAE Tottenham is not a registered exam centre for GCSEs.

## **3. Exam seasons, timetables and clashes**

### **3.1 Exam seasons**

The Data Analyst must hold an update meeting for the existing invigilation team and a training session for new invigilators. Lead Teachers have responsibility for giving the Exams Office and LAE Tottenham timetable coordinator the appropriate notice period for scheduling of internal exams which contribute to summative assessment.

External exams are scheduled throughout the academic year and on demand with the appropriate notice adhered to. Lead teachers must liaise with Exams Office to oversee and plan the scheduling of exams for their area. This includes decisions on exams series.

**All internal mock and end of year exams are held under external exam conditions.**

### **3.2 Timetables**

The Exam office will display timetables of all external exams on their notice boards and via the student portal. The exams office will add room details. Allocations of invigilators will be the responsibility of the Exams Office. A teacher who teaches the subject being examined will not be an invigilator during external exams. Lead Teachers or the members of staff with overall responsibility for candidate preparation in a subject will not invigilate the examinations in that subject. To model best practice, this will also be the case for internal exams wherever possible.

### **3.3 Clashes**

The Exams Office will identify clash candidates before issuing final timetables. Draft timetables will include the clash(es) and affected candidates will be involved in the decision regarding the order of their papers. The Exams Office will inform them verbally and in writing about the procedures and instructions for their supervision. The final version of their timetables will display the actual day and time of each exam and a reminder about their clash supervision period(s).

## **4. Entries, entry details, late entries and re-sits**

### **4.1 Entries**

Normally candidates are selected for their exam entries by Lead Teachers. However, a candidate has the right to request a subject entry, change of level or withdrawal but there would be an expectation that this is following a discussion with their Lead Teacher. Entries for re-sit examinations are made at the discretion of the relevant Lead Teacher after discussion with the subject teacher. The Deputy Head (Academic) will arbitrate in the event that the advice of teaching/tutorial staff conflicts with the wishes of a student. **LAE Tottenham reserves the right not to enter students for examinations if they believe it is not in the best interest of the student to take the exam.**

### **4.2 Entry details**

All individual candidate statements of entry will be emailed to the candidates' LAE Tottenham email accounts or posted to the student portal.

The Exams Office will accept withdrawals, amendments and changes of tier up to the dates set by the Awarding Organisations. These deadlines are available from the Exams Office or the Awarding Organisation websites.

### **4.3 Late entries**

Late entries are authorised by Lead Teacher/Subject Teachers and candidates.

The deadlines for late entries are available from the Exams Office or the Awarding Organisation websites.

Under extreme circumstances very late entries will be accepted but these will be subject to a fee levied by the Awarding Organisation. Where late entries are the result of candidates acting against advice of LAE Tottenham or missing internal deadlines, candidates may be charged for late entry fees at the discretion of the Deputy Head (Academic).

#### **4.4 Re-sits**

Re-sit decisions are made in consultation with the Lead Teacher, Deputy Head (Academic), Exams Office and the candidate. Unless the re-sit is advised by LAE Tottenham there is a supplementary administrative charge on top of the unit fee for each entry which must be paid by candidates wishing to be entered for resit. Former LAE Tottenham students may be permitted to re-sit examinations at the centre on the understanding that they must complete a re-sit application form (Appendix 1), pay the administration charge and entry fee (Appendix 2) and comply with the requirements set out in 4.5.

#### **4.5 External Candidates**

Only former LAE Tottenham students will be permitted to sit public examinations at the centre as external candidates. They must submit their application form (Appendix 1) to the Examinations Officer no later than 30 January preceding the summer examination series. It is at the centre's discretion whether to enter an external candidate based upon considerations of space, staffing and safeguarding. Former students sitting examinations as external candidates must sign in at Reception as visitors (showing photo ID) and must remain in Reception, or the exam room at all times. They should be accompanied by a member of staff in any other area of the school building and should use the ground floor visitor toilets. LAE Tottenham will not take responsibility for property that external candidates bring into the building.

### **5. Exam fees**

Registration and exam fees for the first sitting are paid by the Centre for fully funded candidates with an active enrolment.

Reimbursement of fees will be sought from candidates who do not meet the necessary coursework requirements without medical evidence or proof of other mitigating circumstances. The Exams Office will charge a standard non-attendance fee (to post-16 students) of **the full cost of the examination entry** for any timetabled exam or assessment missed without supporting evidence.

Late entry or amendment fees are paid by whoever is responsible for the need to make the change (including internal candidates).

Re-sit fees are paid by the candidates where taken against the advice of LAE (see 4.1).

Former LAET students pay resit fees and an administration charge.

(See also: Appendix 1: AS and A2 Resit Application form; Appendix 2: Examination entry fees and charges and section 4.4: Re-sits)

### **6. The Disability and Equality Act, special needs and access arrangements**

#### **6.1 Disability and Equality Act**

The Disability and Equality Act 2010 extends the application of the Disability Equality Duty in 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.

#### **6.2 Special needs**

The SEN and Learning Support Lead will inform Subject Teachers of candidates with special educational needs. The SEN and Learning Support Lead can then inform individual staff of any special arrangements that candidates may be granted during the course and in the exam.

### **6.3 Access arrangements**

Candidates who may require access arrangements are identified during the admissions process or enrolment.

Subject Teachers/Personal Tutors who identify candidates who may require access arrangements after the start of the course should contact the SEN and Learning Support Lead at the earliest opportunity. It is the Subject Teachers responsibility to ensure arrangements are made as soon as possible after the start of the course. Teachers must refer candidates to the SEN and Learning Support Lead for Access arrangements (including use of PC in exams) to meet LAE Tottenham internal deadlines.

Applying for access arrangements via the JCQ AAO tool is the responsibility of the SEN and Learning Support Lead in conjunction with the Exams Office.

## **7. Managing Invigilators and exam days**

### **7.1 Managing Invigilators**

For days when there is a shortage of staff, external invigilators will be recruited. The recruitment of invigilators is the responsibility of the Exams Office. Securing the necessary DBS clearance for new invigilators is the responsibility of the Business Director and HR. Fees for securing such clearance are paid by the school.

Invigilators are timetabled and briefed by the Exams Office. Invigilators' rates of pay are set by the school.

### **7.2 Exam days**

At LAE Tottenham morning exams will usually begin at 9:00am and afternoon exams begin at 14:00pm. The start times of examinations will not be changed except in exceptional circumstances and in agreement with the Deputy Head (Academic) and Data Analyst. The Exams Office will book all exam rooms after liaison with other users. The Site Services Team are responsible for setting up the allocated rooms.

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

Senior staff authorised by the Head of Centre may be present prior to the start of the exam to assist with identification of candidates but must not advise on which questions are to be attempted and must leave the venue before the examination begins.

In practical exams Subject Tutors may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers nor removed from the exam room before the end of a session. Papers will be distributed to Lead Teachers from 24 hours following the latest possible sitting of the exam, at the convenience of the Examinations Officer.

## 8. Candidates, clash candidates and special consideration

### 8.1 Candidates

Candidates must provide identification in the form of their student ID card, passport or driving licence.

JCQ rules on candidates' use of mobile phones and all electronic devices apply at all times.

LAE Tottenham rules on dress and behaviour apply.

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 will not be allowed to leave the exam room until the published finishing time.

The Exams Office staff will attempt to contact any candidate who is not present at the start of an exam and deal with their absence or late arrival in accordance with JCQ guidelines. Students are personally responsible for providing their own equipment for their exams. The Exams Office provide a minimal amount of 'spare' equipment in each venue but this will only be available to students who have a problem with their own equipment (e.g. breakages during the exam).

### 8.2 Clash candidates

The supervision of candidates between exams is the responsibility of the Exams Office. In cases of overnight supervision candidates will complete the appropriate documentation in accordance with JCQ regulations.

### 8.3 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, then it is the candidate's responsibility to alert LAE Tottenham, Exams Office or the Exam Invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within seven days of the exam, for example a letter from the candidate's doctor or parent/guardian.

If LAE Tottenham supports the application the Exams Office will then forward a completed special consideration form to the relevant Awarding Organisation within JCQ's recommended deadlines.

## 9. Coursework and appeals against internal assessments

### 9.1 Coursework

Coursework refers to work that is completed independently and not under examination conditions. Coursework marks contribute towards the final grade of the subject concerned. It is essential that all sixth formers are treated fairly and equally when it comes to the completion and submission of A level and EPQ coursework. Lead Teachers must inform the Deputy Head (Academic) and the relevant students of internal deadlines at the start of the academic year and these deadlines **must be strictly observed**. If ICT rooms are required, they should be booked well in advance with the ICT Manager. It is the responsibility of Lead Teachers to ensure that marking and moderation of coursework is rigorous and meets board requirements. Marks must be submitted to the board ahead of deadlines via the Examinations Officer.

Candidates must submit coursework to Lead Teachers to meet departmental internal deadlines. LAE Tottenham may decide not to accept late coursework. The final decision for whether or not to accept late coursework lies with the Deputy Head (Academic).

The Lead Teacher will ensure all coursework is marked/internally moderated in line with Awarding Organisation requirements. Lead Teachers have the responsibility to ensure that appropriate quality assurance procedures are followed to include internal verification of assessed work. Lead Teachers will ensure that all internal verification is completed to meet LAET internal deadlines. The Data Analyst will inform Lead Teachers of moderation sample requirements. Lead Teachers will provide the Exams Office with the correct sample of scripts where required. The Exams Office will ensure that the work is despatched at the correct time and that a record of what has been sent, when and to whom, is maintained. Marks for all internally assessed work are provided to the Exams Office by the Lead Teacher. These should be received by the Exams Office in order to meet the internal Exams Office deadline.

### **9.2 Appeals against internal assessments of coursework components**

The Centre is obliged to publish a separate policy on this subject, which is available from the Exams Office

- Appeals can only be made in relation to the process leading to an assessment. There is no appeal against the assessment decision i.e. 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.
- In the first instance the student should raise any concerns about the assessment process with the teacher.
- If the student remains concerned having spoken to their teacher they should contact their Tutor or a nominated person
- The tutor or nominated person will ask the student to make a written appeal which will be submitted to the Deputy Head (Academic). The grounds for the appeal must be clearly stated.
- The findings will be notified in writing, copied to the Head of Centre and recorded for Awarding Organisation inspection.

## **10. Results, enquiries about results (EARs) and access to scripts (ATS)**

### **10.1 Results**

Examination results are available from school on "Issue of results" day in mid-August. If a student is unable to collect their own examination results then a copy of results will be made available to a named individual only with written permission from the candidate. The nominated person must bring photo ID with them to collect results. Post-results services are accessible to all candidates. LAET staff will be present on the "Issue of Results" days to offer advice and assistance either in person or via telephone and email.

### **10.2 Enquiries About Results**

EARs for General Qualifications may be requested by Centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The Awarding Organisation's fee is payable by either the candidate or the curriculum area depending on who has requested the EAR.

### **10.3 Access To Scripts (applicable to General Qualifications only)**

After the release of results of General Qualifications, candidates may request the return of papers within the Awarding Organisations' stated deadlines. Where an Awarding

Organisation supplies the requested script electronically, the Exams Office will send the

document to the candidate's school email account.

If a result is queried, the Exams Office in conjunction with teaching staff or Head of Centre will investigate the feasibility of asking for a re-mark. Otherwise the candidate will pay for the remark themselves. If there is a change in unit grade for certificated qualifications the candidate will receive a refund from the Exams Office. Lead Teachers may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. (See also Section 5: Exam fees)

## 11. Certificates

Certificates are collected in person by candidates or posted (by recorded delivery where stipulated by the Awarding Organisation), if a candidate cannot come in person. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so, and provide photographic identification. The Centre retains uncollected certificates for three years after which time they are destroyed by a secure method (shredding) according to JQC guidelines. A record of all certificates destroyed by the Centre is kept by the Exams Office which is kept for a further 4 years from the date of their destruction.

## 12. Contingency plans

Should the Data Analyst be absent at a critical stage of the examinations cycle it is the responsibility of the Deputy Head (academic) to ensure the contingency plan below operates effectively. It is the responsibility of the Data Analyst to ensure that every member of contingency staff has received training in their role by shadowing the relevant role. The Data Analyst will hold an annual contingency meeting prior to exam season. A member of operational staff will be trained in the Exams module of BROMCOM and LAE public examination policies in order to be able to step in at short notice.

	<b>Exam cupboard Keyholder</b>	<b>Base data &amp; entries admin</b>	<b>Access and special consideration</b>	<b>Exam &amp; invigilation timetable, seating plans, signage</b>	<b>Exam room setup (inc ICT setup)</b>	<b>Scripts admin</b>	<b>Results download and admin</b>	<b>Certificate Admin</b>
<b>Lead</b>	DA	DA	SLSL	DA	BD ICT T	DA	DA	DA
<b>Contingency lead</b>	DHA	DHA	DHP	JHO	DHA	HTPA	DHA	HTPA
<b>Currently assists</b>	DAA	DAA	LSL	DAA	SM	DAA	DAA	DAA
<b>Contingency only (steps in to assist contingency lead)</b>	AHA	AHA	DHA	AHA	DA	DHA	AHA	DHA

Key:

DA	Data Analyst
DAA	Data Analyst Assistant
BD	Business Director
SM	Site Manager
DHA	Deputy Head (academic)
DHP	Deputy Head (Pastoral)
AHA	Assistant Head (Academic)
HTPA	Headteacher's PA
ICTT	ICT Technician
SLSL	SEN and Learning Support Lead

LSL	Learning Support Lead
RA	Receptionist Administrator