



Examinations Policy

Governor committee:	Ed. and Curr.
Reviewed date:	June 2018
Next review date:	June 2019
Staff resp. for review:	KT/ACP

NORBURY MANOR EXAMINATIONS POLICY

NORBURY MANOR EXAMINATIONS POLICY	1
EXAMINATION ENTRY	4
Principles	4
Practice	4
EXAMINATION PROCEDURES AND INVIGILATION	5
At the start of the examination	5
During the examination	6
At the end of each exam	6
GCSE/GCE Results	7
GCSE Controlled Assessments	7
Senior leadership team will :	7
heads of departments/faculty will:	8
Teaching staff in conjunction with their head of department/faculty must:	8
Exams Officer will:	9
Special Educational Needs Coordinator will:	10
GCSE CONTROLLED ASSESSMENT RISK MANAGEMENT PROCESS	11
College Policy for Appeals Against Internal Assessment Decisions at	
GCSE, AS and A Level	17
Introduction	17
Section 1 – Aims of the Policy	17
Section 2 – Coursework/Controlled Assessment Procedure	17
Section 3 – The Appeals Procedure	18
External Exams - Special Educational Needs Arrangements Protocol	20
PLAGIARISM	22
What is Plagiarism?	22
What you should do if you suspect a student of plagiarism.	22
Help and advice for students	23
LETTER TO PARENTS (PLAGIARISM GCSE CONTROLLED ASSESSMENT)	
.....	24
Re: Plagiarism of GCSE coursework	24
Help and advice for students	24
LETTER TO PARENTS (Plagiarism of GCE coursework)	25
Re: Plagiarism of GCE coursework	25
Help and advice for students	25
Community Languages and External Students	26
Community Language Students:	26
External Students	26
SECURITY WHEN DEALING WITH THE DELIVERY OF CONFIDENTIAL	
EXAMINATIONS MATERIALS	27
SECURITY WHEN DEALING WITH THE PARCEL FORCE COLLECTION OF	
COMPLETED SCRIPTS	27
EXAMINATION EMERGENCY EVACUATION PROCEDURES	28
Re-Sitting of Examinations	29
Re-sitting of exams:	29

Post-Results Services	29
Re-marking of Scripts:.....	29
Re-Marking of Coursework/Controlled Assessment	29
Re-call of Scripts:	30

EXAMINATION ENTRY

At Norbury Manor Business and Enterprise College for Girls we aim to enter for GCSE, BTEC and GCE examinations all candidates who meet the criteria and to provide viable alternatives when practicable for students for whom this is not appropriate.

Principles

- Prospective candidates must have attended enough lessons to ensure that they can reasonably attempt each required section of the examination; this will generally be a minimum of 85% though the final decision will depend on individual circumstances and the nature of the subject
- All coursework and assessments set up to that time must be completed by the final date for examination entry
- Module tests/practicals/orals must have been completed
- Prospective candidates must show commitment to complete the course
- Students must have achieved a performance in tests, controlled assessments and examinations prior to the date of entry that would indicate success

Practice

- Candidates should be aware of the requirements for entry and that failure to maintain the required standard throughout the course would result in a withdrawal of entry; if a subject teacher feels that a student is in danger of failing a subject they may consider that the student should be withdrawn from the examination; these concerns must be given in writing, via the head of department to the identified senior leadership team (SLT) line manager and pastoral manager who will, through consultation, make the final decision
- In subjects having a modular format, there must be evidence of achievement in all modules
- Candidates satisfying the criteria have their examination entry fees paid
- Under **exceptional** circumstances, other candidates may be entered on payment of the entry fee by themselves/parent/guardian
- Absence from any part of an examination must be supported by a medical certificate failure to provide one will result in no grade being awarded and a request for parents/guardians to repay the entry fee
- Decisions re level of entry will be made by the subject teacher in consultation with the candidate and head of department
- In the event of withdrawal or level change following the signing of entries in January, written confirmation will be sent home via the student in the form of a computer printout from the college or the awarding body
- Candidates re-sitting A level modules will only be entered with the written agreement of their subject teacher; in this instance candidates will be expected to pay the full cost of each re-sit
- Identifying students who require special arrangements for examinations is the responsibility of the Head of Learning Support who should consult with heads of departments and ensure confirmation of special arrangements has been

obtained by the examination board and communicated to staff/ students in advance of the exams; the Examinations Officer should be notified of all special arrangements, and any extra requirements that will be needed in advance of the examinations

EXAMINATION PROCEDURES AND INVIGILATION

- Examinations are held in the Sports Hall, Enterprise Hall and various locations around the college
- The exams office is responsible for organising the seating of students and setting name cards out in advance
- Students from year 11 and below must be wearing school uniform
- Students should report to the designated assembly point at the beginning of each exam; notification of the location of the assembly point is posted daily in the Old Dining Hall
- All bags should be put in lockers prior to the exam
- Mobile phones and any other external devices are not permitted in the examination hall
- Invigilation for exams will be conducted by support staff such as TAs and external invigilators; for each exam one member of the teaching staff, most often the head of department, will be available in case of emergency
- For students who require special arrangements, wherever possible, invigilation will be done by members of the Learning Support Department
- Equipment for the examinations should be in a transparent pencil case or plastic bag

The essentials for EVERY exam are:

- **Black pens**
- **Pencil, sharpener and eraser**
- **Ruler (30cm and clear if possible)**
- Please refer to subject teachers for more information about equipment for the exam

At the start of the examination

- The head of year and head of department for the subject to be examined (or someone delegated to this task) must be present at the beginning of each examination; cover is arranged for this person
- The head of year for years 10 and 11 is responsible for phoning the parents of missing year 10 and 11 candidates and informing the exams officer of the reason for the absence; for years 12 and 13 the sixth form administrator should register the students and accompany them to the exam room; the administrator should also arrange for absentees to be phoned to ascertain the reason for absence

- The Head of Learning Support will identify the appropriate staff to invigilate students for whom special arrangements have been made, and will be responsible for ensuring all special arrangements are carried out appropriately
- Invigilation is normally done by support staff and external invigilators
- Undivided attention should be given during invigilation and staff should not take other work into the room
- Silence must be maintained at the assembly point and in the exam room at all times
- Nothing should be on or under desks, except essential writing equipment and a bottle of water where the label has been removed
- No correction fluid will be allowed
- Students should have the correct equipment and not expect the school to provide it. Black pens must be used in examinations

During the examination

- Students may not communicate with each other at all during the examination or while in the examination room
- If any candidate is found communicating with other students or cheating, then the incident will be reported to the examination board who will decide whether to accept the paper or not; students will be allowed to finish the paper, but must report to their head of year at the end of the examination
- Any student requiring extra paper must raise their hand and wait for the paper to be delivered to them
- No student may leave their place during an examination; students should ensure that they use the toilet prior to an exam; in the event of a student needing to use the toilet they should put up their hand and ask permission to leave the examination room; their request may be denied as movement is disruptive and must be kept to a minimum
- No one is allowed to hand in their paper or leave the examination room until the finish time of the examination
- In some cases many exams of differing lengths are run at the same time; in these cases there will be no five-minute warning towards the end of the exam; candidates must be able to see a clock and be aware of the time throughout the exam

At the end of each exam

- Pens must be put down when the end of the examination is announced; extra sheets used must either be attached to the main script or placed inside the script booklet
- After the collection of exam scripts students will be dismissed row by row; students must leave the exam hall in silence and maintain that silence until they are well clear of the examination room as other students may still be taking exams

- It is the Examination Officer's duty to apply for special consideration if a candidate was disadvantaged for any reason during the exam; the head of year has the responsibility of following up the obtaining of medical/other evidence needed to support claims for special consideration

GCSE/GCE Results

The Examinations Officer, head of year and the senior member of staff with responsibility for data should attend college on results days.

Upon receipt of results:

- The Examinations Officer is responsible for downloading results making initial checks and informing students
- The head of department or nominated representative will be available either directly or indirectly on the days on which results are known; they should be on standby and therefore ready to come into college to sort out any problems that may arise in their subject area
- The head of department is responsible for checking for any errors and, if found, notifying the examinations officer before making any appeal
- The senior member of staff with responsibility for data is responsible for analysing the results and informing the Headteacher, the LEA, the DfE and the press of the results
- The head of year is responsible for advising students upon receipt of results
- Students will receive a letter prior to the start of the examinations period outlining the time and day and explaining the procedure for collecting results; results not collected on results morning will be posted in the afternoon; results can only be collected by parents/friends by written request of the candidate
- Examination certificates will not be posted; they can be collected from the college from the end of the November

GCSE Controlled Assessments

This policy document, with the attached risk management proforma, is intended to allocate responsibilities within the college to ensure that all controlled assessments are conducted in line with the expectations of the relevant awarding bodies.

Senior leadership team (SLT) will:

- Be ultimately accountable for the safe and secure conduct of controlled assessments; they will ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- Be responsible for the co-ordination of controlled assessments throughout the school in conjunction with heads of departments/faculty; (it is advisable that

controlled assessments be spread throughout the academic years of Key Stage 4)

- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments

Heads of departments/faculty will:

- Decide on the awarding body and specification for a particular GCSE
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification
- 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 assessments, the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Supply to the exams office details of all unit codes for controlled assessments
- In cases where the use of ICT for controlled assessment has restrictions imposed by the examination board, it is the head of department's responsibility to liaise with the Network Manager in order to make the necessary provision for these restrictions to be put in place; this needs to be well in advance of the assessment taking place in order to deliver a robust ICT solution that satisfies the exam board regulations

Teaching staff in conjunction with their head of department/faculty must:

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessment* and with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- 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

- Be aware that controlled assessments, including online tests, must be completed in the subject lesson time unless the following is the case:
 - The whole cohort is not involved at the same time, e.g., MFL and English speaking and listening tests, where students are required to attend the assessment individually for a small amount of time
 - The controlled assessment is being judged by a visiting examiner
 - The timing of the controlled assessment is set time by the examining board; this would occur when the means of assessment for a BTEC is a paper-based assessment which needs to be taken on a specific date and time
- Supervise assessments (at the specified level of control) and 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
- Mark internally assessed components using the mark schemes provided by the awarding body; submit marks 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, 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

Exams Officer will:

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Enter students' 'cash-in' codes for the terminal exam series
- 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, and collect and send marksheets to awarding bodies before deadlines

- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team
- Liaise with the Special Educational Needs Coordinator (SENCO) for any assistance required for the administration and management of access arrangements

Special Educational Needs Coordinator will:

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



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties.	SLT
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	SLT
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	Exams Officer under instruction of SLT
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities.		Exams Officer under instruction of SLT



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
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	Network Manager
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time.	Exams Officer
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	Network Manager
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HoDs
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes N.B retakes of controlled assessment are limited.	HoDs, Exams Officer



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HoDs
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff/assessors 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	HoDs
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision		HoDs, SLT
Suitable supervisor has not been arranged for an assessment where teaching staff/assessors are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not supervising, in line with the awarding body specification.		HoDs, SLT

** Not all controlled assessments whether for the Diploma or GCSEs will require the completion of a study diary or study plans*



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification**	Seek guidance from the awarding body	HoDs, SLT
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HoDs, SLT
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	Exams Officer HoDs
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	HoDs
Insufficient or insecure storage space	Look at provisions for suitable storage early in the course	Find alternative spaces	HoDs

*** All tasks whether set by the awarding body or the centre/consortium must be developed in line with the requirements of the specification.*



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action	HoDs, teachers
Deadlines for marking and/or paperwork not met by teaching staff/assessors	Ensure teaching staff/assessors are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HoDs, teachers
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is complete before handing in	Find candidate and ensure form is signed	HoDs, teachers
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirements of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HoDs, SLT



GCSE CONTROLLED ASSESSMENT
RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward Planning	Action	
Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs, SLT
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoDs, SLT

College Policy for Appeals Against Internal Assessment Decisions at GCSE, AS and A Level

Introduction

Under Section 2, Paragraph 19 (ix) of the Joint Council Code of Practice the awarding bodies require school and college centres offering their examinations to:

- i. have a published appeals procedure relating to internal assessment decisions and
- ii. make this document available and accessible to candidates.

Section 1 – Aims of the Policy

- 1a. To promote quality, consistency, accuracy and fairness in the marking of all internally assessed work for the awarding bodies.
- 1b. To establish an appeals system by which an aggrieved candidate can contest the legitimacy of an assessment in terms of the procedure which was adopted to arrive at that assessment but not the mark itself.

Section 2 – Coursework/Controlled Assessment Procedure

- 2a. Coursework/Controlled Assessment is defined as any piece of written or practical work which is marked by the college and contributes to the awarding of an external qualification.
- 2b. Students will be issued with the **Notice to Candidates** with regard to Coursework/Controlled Assessment Regulations from the **Joint Council for Qualifications** at the start of their course of study. The appeals procedure is published with the Exams Policy document on the Norbury Manor website (www.nmbec.org.uk/policies) and on Fronter.
- 2c. Students will be given advice about the production of coursework/controlled assessment and deadlines for each subject by their subject teacher or the head of department.
- 2d. Within a department all candidates will be given adequate and appropriate time for completing their coursework/controlled assessment. This length of time will take into account any recommendations or regulations from the relevant awarding bodies.

- 2e. Coursework/controlled assessment must be handed in by the agreed departmental deadline. Students will be given clear instructions as to the time and place for handing in the work.
- 2f. The work must be handed in by the student to the designated member of staff and not via a third party. If a student is away on the deadline day, a parent/carer/friend must bring the work to college to be handed in by the deadline.
- 2g. All students will be given the same time to complete their work however absence from college during the period for the coursework/controlled assessment to be completed will not normally be grounds for an extension of the deadline.
- 2h. Any dispute about deadlines will be settled by the intervention of the Deputy Head (Curriculum)
- 2i. Any irregularity in coursework/controlled assessment discovered before the signing of the Declaration of Authentication will be treated as an internal disciplinary matter. Any discovered subsequent to the signing of the Declaration will be reported to the awarding body who will decide on any disciplinary action including disqualification
- 2j. Internal assessments shall be conducted by staff that have the appropriate knowledge, understanding and skills. The college will ensure that staff are adequately trained to perform this task.
- 2k. The consistency of internal assessments shall be secured through a departmental mark scheme or other appropriate marking criteria. Where more than one member of staff is involved in marking the coursework/controlled assessment for a particular subject an internal standardisation procedure must be carried out to ensure parity.
- 2l. It is the responsibility of the awarding body to ensure that all coursework/controlled assessment is moderated. This procedure is obviously outside the control of the college.

Section 3 – The Appeals Procedure

- 3a. The grounds for appeal **relate only to the procedures used in arriving at internal assessment decisions** and **do not apply to the judgements themselves**. It is the responsibility of the awarding bodies to decide on the accuracy or otherwise of the marks awarded by means of the moderation procedure.
- 3b. The appeal must be made in writing to the Examination Officer (EO) by the last Friday of the first half of the summer term of the year in which the

work is to be submitted. A second copy of the appeal should go to the Headteacher. The grounds for the appeal must be clearly stated and supported by evidence. The candidate may be supported in the presentation of their case by a parent/carer/ friend.

- 3c. The Headteacher will nominate a senior member of staff, a school governor and the Examinations Officer to comprise the Appeals Panel which will investigate the complaint. No member of the panel may be directly involved in the complaint.
- 3d. The panel will examine the evidence for the procedures used in the assessment. They may seek further evidence from the plaintiff and those members of staff directly involved in the assessment process. They will also examine the relevant documentation.
- 3e. The enquiry shall be concluded within four weeks of the receipt of the complaint and the findings will be reported back in written form to the Headteacher by the end of June.
- 3f. The Headteacher will convey the panel's findings to the candidate by the end of July with such other information as is deemed appropriate. The Examinations Officer shall keep all records relating to the appeal and make sure that they are available to the relevant awarding body, if needed.

External Exams - Special Educational Needs Arrangements Protocol

It is essential that any special arrangements needed to enable any student to access external exams are put in place and prepared for in order for the student to achieve their potential.

The following protocol has been agreed by the Head of Learning Support (LF), the Examinations Officer (EO) and the member of SLT responsible for assessment (CE).

Once approved by an exam board, special arrangements (which also apply to coursework/controlled assessments and modular tests) are valid for two years. Within the Learning Support Department it is planned to have at least one exam 'specialist' as well as the head of department.

When	Activities	Resp
July	<ol style="list-style-type: none"> 1. Create a list, in liaison with subject teachers, of any student in current year 9 (and mop up any in 10) who may need access arrangements for GCSE exams. This list should include <ul style="list-style-type: none"> ▪ Students with statements of need. ▪ Students on the SEN register. ▪ Students previously offered arrangements ▪ Students who have informed the centre of such requirements ▪ Information from subject staff 2. Prepare for screening tests of these students. 	LF
Sep	<ol style="list-style-type: none"> 1. Carry out screening tests on groups of students to determine if special arrangements are needed. Ensure specialist teacher or Educational Psychologist is present to sign appropriate forms. 2. Collate evidence and pass to EO for KS4 3. Apply for special arrangements 	LF
Oct	<ol style="list-style-type: none"> 1. Inform teachers of students of special arrangements so that teachers can appropriately prepare the student in lessons, practising use of readers, using extra time etc. 2. Ensure students and parents also aware of any special provision. 3. Invigilators (from LS dept) for any special arrangements for modular exams/mocks identified and information together with room request given to CE. 4. Rooms and staffing for special arrangements for modular exams/mocks circulated to staff. 	LF LF LF KT
Jan	<ol style="list-style-type: none"> 1. Collect feedback from modular tests/mocks to identify any new students who may need special arrangements. 2. Check all Special Arrangements have been agreed for year 10/11 from awarding bodies. 	LF KT
Mar	<ol style="list-style-type: none"> 1. Rooms and staffing for special arrangements for modular exams/mocks circulated to staff. 2. Staff involved in Special Arrangements briefed of specific 	CE LF/CE LF

	duties. 3. Students informed of any changes to timetable. 4. GCSE timetable made available to LF.	KT
Apr	1. Invigilators (from LS dept) for any special arrangements for GCSE identified and information together with room request given to CE. 2. Rooms and staffing for special arrangements for modular exams/mocks circulated to staff. 3. Staff involved in Special Arrangements briefed of specific duties. 4. Students informed of any changes to timetable. 5. Students using Read Write Gold for their exams to be shown/reminded how to use the software and given the opportunity to practise. 6. Students using a word processor for their exams to be given the opportunity to practise using word pad and briefed on what details to put on their work.	LF CE/KT LF/KT LF LF LF
Jun	1. Collect feedback on Special Arrangements and meet to reflect on feedback and make necessary adjustments.	LF/KT/ CE

PLAGIARISM

At Norbury Manor we believe that plagiarism of work is a serious matter and the responsibility of every department.

What is Plagiarism?

Plagiarism is the copying and use of someone else's writing and ideas as if they were your own. Common forms of plagiarism are when:

- Students use the internet to write an essay - sometimes, students will cut and paste information directly from the internet and submit it to their teacher as their own work - *this is plagiarism*
- Students ask a third party for help and advice - sometimes, students will copy directly from another person's notes or essay and submit it to their teacher as their own work - *this is plagiarism*
- Students use a text book or study guide - sometimes, students will copy directly from a textbook or a study guide and submit it to their teacher as their own work - *this is plagiarism*

What you should do if you suspect a student of plagiarism

At the start of year 10 and 12, a letter is given to all parents and students which clearly defines what plagiarism is and what will happen should they attempt to submit work which is wholly not their own. Students who are new to the college during key stage 4 or 5 will also be issued with this letter in their joining pack (see Headteacher letter enclosed).

If you suspect a student of plagiarism

- In the first instance, speak to the student concerned and challenge them about suspected plagiarism; underline all the words and phrases that do not fit in with the rest of the student's essay or previous work and/or you suspect are plagiarised; return the underlined work to the student to be rewritten in her own words allowing no more than five days to resubmit the work; the class teacher must also inform the student's form tutor and the head of department (HOD) so they have a record; KS5 students should be issued a pink slip by the class teacher
- In the second instance, the student should be referred to the HOD who should ensure parents are informed by telephone or letter (see HOD letter enclosed); both students and parents should be informed of the serious consequences of submitting plagiarised work a third time (see below); the student, where possible, should rewrite the work in supervised conditions or during a department detention at a time arranged by the HOD; the form tutor and head of year (HOY) must also be informed. KS5 students should be issued a further pink slip by the class teacher
- In the third instance, HODs should consult their line manager and the examination officer before applying one of the following penalties (taken from the JCA document distributed by the examination officer to parents); the HOD must also consult the form tutor and HOY before taking action:

- that piece of coursework is awarded zero marks
- they are withdrawn from the coursework element of that GCSE/A level
- they are disqualified from the whole subject

All of the above options will affect the student's GCSE/GCE grade. It is essential that the student and parent are informed of any decision as far in advance as possible.

Help and advice for students

Plagiarism is a very serious matter. To avoid having to accuse a student of plagiarism, please remind them of the following rules before they submit a piece of coursework:

- Students use the internet to write an essay - using the internet can be a very valuable research tool; when researching an essay topic, read fully what the internet has to say about your topic and then make notes for your essay from the internet; these notes should be in your own words; you can then use these notes to write your essay - *this is not plagiarism*
- Students ask a third party for help and advice - this is fine, as long as any notes or information taken from an older sibling, parent, relative or peer is written in your own words; you can then use these notes to write your essay - *this is not plagiarism*
- Students use a text book or study guide - this, again, is fine; when you are given an essay topic, use a textbook or study guide to research your essay; write notes in your own words; you can then use these notes to write your essay - *this is not plagiarism*

LETTER TO PARENTS (PLAGIARISM GCSE CONTROLLED ASSESSMENT)

Dear Parent/Guardian,

Re: Plagiarism of GCSE coursework

As you are probably aware, your daughter will be completing several pieces of controlled assessment over the next two years as part of her GCSE courses. These pieces of work make up a percentage of her final GCSE qualifications and are sent to be moderated by an external GCSE examiner.

Class teachers are requested to verify the controlled assessment as proof that it is the independent work of the student. If for any reason, a class teacher believes that work submitted is not a student's own then they are professionally obliged to declare this and not verify the work.

Examples of plagiarism would be:

- a student copying work directly from the internet, a text book or a study guide without referencing it correctly
- a student copying work directly from another student
- a student having an older sibling, parent, relation, tutor or peer produce some of the work for them

Help and advice for students

- Using the internet can be a very valuable research tool; when researching a topic, read fully what the internet has to say about it and then make notes for your work/essay/project from the internet; these notes should be in your own words; you can then use these notes to write your essay- *this is not plagiarism*
- Using a text book or study guide is a good way to gain extra information and improve your grade; when you are given a topic/project, use a textbook or study guide to research your work before you start writing; make notes in your own words; you can then use these notes to write your essay - *this is not plagiarism*
- Asking a third party for help and advice is fine, as long as any notes or information taken from an older sibling, parent, relative or peer is written in your own words; you can then use these notes to write your essay - *this is not plagiarism*

Yours faithfully

Headteacher

LETTER TO PARENTS (PLAGIARISM GCSE COURSEWORK)

Dear Parent/Guardian,

Re: Plagiarism of GCE coursework

As you are probably aware, your daughter will be completing several pieces of coursework over the next two years as part of her GCE courses. These pieces of coursework make up a percentage of her final GCE qualifications and are sent to be moderated by an external GCE examiner.

Class teachers are requested to verify the coursework as proof that it is the independent work of the student. If for any reason, a class teacher believes that work submitted is not a student's own then they are professionally obliged to declare this and not verify the work.

Examples of plagiarism would be:

- a student copying work directly from the internet, a text book or a study guide without referencing it correctly
- a student copying work directly from another student
- a student having an older sibling, parent, relation, tutor or peer produce some of the work for them

Help and advice for students

- Using the internet can be a very valuable research tool; when researching a topic, read fully what the internet has to say about it and then make notes for your work/essay/project from the internet; these notes should be in your own words; you can then use these notes to write your essay - *this is not plagiarism*
- Using a text book or study guide is a good way to gain extra information and improve your grade; when you are given a topic/project, use a textbook or study guide to research your work before you start writing; make notes in your own words; you can then use these notes to write your essay - *this is not plagiarism*
- Asking a third party for help and advice is fine, as long as any notes or information taken from an older sibling, parent, relative or peer is written in your own words; you can then use these notes to write your essay - *this is not plagiarism*

Yours faithfully

Headteacher

Community Languages and External Students

This policy document seeks to set out guidelines for the college when considering entries for students taking either GCSE or A level exams in community languages. It also aims to make clear the circumstances under which students from outside the college will be accepted to sit external exams.

It should be noted that it is the aim of the college to give each student the opportunity to gain accreditation in their home language at as high a level as it is possible given their particular age and ability.

Community language students

1. No student below year 9 should be entered for GCSE and no student below year 10 should be entered for A level.
2. No student should be entered for an exam if the examination cannot be conducted wholly within the college.
3. The deadline for students to make known to the Community Language Coordinator (CLC) their wish to sit a community language GCSE or A level exam will be the end of the autumn term.
4. The CLC will contact the parent/guardian of the student seeking written approval for the candidate's entry. If this approval is not forthcoming by 15th January the student will not be entered for the exam.
5. After a student has been entered for a relevant exam the CLC will contact the parent/guardian to confirm this entry.
6. The CLC will arrange for all students to be given appropriate materials to prepare for the particular exam. Candidates will be expected to sign in order to prove that they have received these materials.
7. The Exams Officer (EO) will provide the CLC with a copy of each student's individual exam timetable before the end of the Spring Term.
8. The CLC will post a comprehensive list of all exam times and dates on the MLE and the college's website by the end of the spring term.

External Students

1. As a general rule external students will not be entered by the college for GCSE or A level exams.
2. If an external student is accepted by the EO it will only be in a situation where the college is already making entries for that subject at the appropriate level with the same awarding body. The costs of all external entries will be paid for by the candidates.
3. The rule in 2 above also applies to internal students doing external exams where their preparation has been undertaken outside the college.
4. The Headteacher will be the final arbiter in a situation where there is a dispute between the EO and an external candidate as to whether an entry should be made.

SECURITY WHEN DEALING WITH THE DELIVERY OF CONFIDENTIAL EXAMINATIONS MATERIALS

Confidential examination material delivered to the school will be recognised as such by having to be signed for.

All such confidential material should be logged by the receptionist. The receptionist should not, under any circumstances, open the boxes or leave such material in the reception area unattended. In the first instance the exams officer should be contacted and informed of the arrival of confidential exam material. The exams officer will arrange for the material to be stored in the secure exam storage area.

If the receptionist is unable to contact the exams officer then she should contact a member of the premises staff who should remove the material from the reception area and place directly in the secure exam storage area. The receptionist should then place a yellow card in the exam officers pigeon hole informing her of the safe storage of the exams material.

Other examinations material that is delivered in the normal mail should be distributed either to the head's PA if marked for the attention of the Headteacher or to the exam officer's pigeonhole if marked for the attention of the Exams Officer.

SECURITY WHEN DEALING WITH THE PARCEL FORCE COLLECTION OF COMPLETED SCRIPTS

After the completion of an examination scripts will be collected and made into parcels for collection with only one exam per parcel. A pre-printed address label will be attached to each parcel.

Parcels will be returned to the secure exam storage along with a daily log sheet listing each parcel and the details from its pre-printed labels.

When the Parcel Force Agent arrives to collect the parcels the receptionist must call the Exams Officer who will collect the parcels from the secure exam storage and bring them to reception. The Agent will scan in each parcel and check the number of parcels against the totals at the bottom of the daily log sheet. He must sign the log sheet to confirm that the correct number of parcels has been collected. Daily log sheets are filed in case proof is needed that papers have been sent. These are kept until the exam certificates have been issued by the examination board.

(In the event of exam scripts being uncollected on the Friday before spring bank holiday the exam papers must be taken to a parcel force office).

The telephone number of the Parcel Force office is: 0844 5617998
Our centre no. is: 14343.

Location of nearest Parcel Force office:

London South West Depot, Units 6 & 7, The Willows Centre, 17 Willow Lane Mitcham, CR4 4NX
0844 2096104. Open Mon-Fri 08.00 – 19:00, and Sat until 12.30

EXAMINATION EMERGENCY EVACUATION PROCEDURES

In the event of a fire alarm or any other event that requires emergency evacuation of an examination room the following procedures apply:

- Note the time that the alarm went off (write on board)
- All examination question and answer papers and materials should be left on the candidates' exam desks and NOT taken out with them; no bags or personal belongings should be taken out of the examination room by the candidates
- Tell the students to remain calm and ask them to leave their belongings and papers on their desks and leave by the nearest fire exit
- **IMPORTANT:** before students exit the examination hall remind them that they are still under examination board conditions and under **NO CIRCUMSTANCES** should they talk to one another; remind them that a breach of regulations could mean disqualification from their examination
- One invigilator should leave with each group at each fire exit; the registers should be taken out with the invigilators, together with pens; invigilators should take a roll call to ensure that all students are present and accounted for
- **IMPORTANT** – the students should assemble in the tennis courts away from the main body of assembled students; please line up the students according to the examination taken, e.g. one line for GCSE Media Studies, one line for GCSE French, etc.
- After the all-clear and on return to the examination room, settle the candidates down and resume the examination with a changed finish time according to the length of time absent from the exam room
- Report the incident to the awarding body

Re-Sitting of Examinations

Re-sitting of exams:

- From June 2014 GCSE exams became linear, that is to say that students must sit all units in the summer; if a student is unhappy with their grade and would like to resit that exam then all units must be retaken the following summer (or in the case of English and maths, the following November) and only the results from those units will go to make up the new grade
- GCEs are not linear and it is possible to retake a unit; the best marks for that unit will go towards the new grade; this is to change in forthcoming years
- In order to resit unit(s) candidates must first obtain a *re-sit form* from the examinations officer. This should be completed with name of the examination board, the subject and the unit(s) to be re-sat and the form signed by both head of subject and head of year; payment for the resit is to be made by the candidate before the examinations officer will enter the candidate for the unit/module; payments for units/modules range from £10 to £60, this charge will cover the cost of the re-sit plus a small administration charge; *candidates should think very carefully before deciding to re-sit examinations as this may impact on revision time*

Post-Results Services

Re-marking of scripts:

- Candidates should be aware that re-marking of scripts can cause a grade to go up as well as down
- Candidates requiring the re-marking of a script should obtain a *re-mark of script form* from the examinations officer; this should be completed with name of the examination board, the subject and the unit to be remarked and the form signed by either the head of subject or head of year
- The declaration at the foot of the form stating that the candidate understands that the grade could go up or down should also be signed and dated by the student
- Fees for re-marking of scripts range from £40 to £60 per paper – the cost will be met by the candidate
- Occasionally, heads of departments might decide that a whole cohort of candidates should have their scripts remarked, especially where the results of the whole cohort fall short of forecast results; this will not be done without the permission of the candidates and the cost will be met by the school

Re-Marking of Coursework/Controlled Assessment:

- Teachers mark coursework and controlled assessments and these marks are then submitted to the examinations board; teachers giving out marks to students are giving a 'provisional' mark

- The examinations board will then ask to see a selection of the work and they then judge whether the marking was to standard; if they feel that the teacher marked above or below standard then they will alter the marks of the whole cohort accordingly;
- In some instances the teacher will appeal against this mark and the examination board will then check their initial assessment; individual students are not allowed to ask coursework/controlled assessments to be re-assessed
- Permission is not sought from the candidates to have coursework/controlled assessment re-assessed and if the grade for the whole cohort is lowered then the original grade will stand; payment for this service is met by the college

Re-call of Scripts:

- Candidates may request the re-call of a script from an examination board in order to use it to for learning purposes; this service is called 'Access to Scripts' (ATS)
- Only students going on to university can re-call a copy of a script to decide on a remark and there is a very short window of opportunity following results day to do this
- They must first obtain an *Access to Scripts form* from the examinations officer; this should be completed with name of the examination board, the subject and the unit to be re-called and the form signed by either head of subject or head of year
- Payment for an ATS is to be made by the candidate prior to the examinations officer processing the request; fees for the re-call of scripts range from £1 to £15
- Teachers may ask the permission of students to use their script for teaching and learning of subsequent classes; when giving permission the student can state whether they would like their identity removed from the paper; payment for this service is, of course, met by the college

The above services are all controlled by deadlines by the examination boards. Paperwork received after deadlines cannot, unfortunately, be processed.

An Equality Impact Assessment has been carried out with regard to this policy. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.