



CITY OF LONDON  
SCHOOL FOR GIRLS

## **EXAM POLICY**

This policy should be reviewed annually and as required by legislation.

<b>Action</b>	<b>Reviewer</b>	<b>Date</b>	<b>Completed</b>
Review	NC	Feb 2018	✓
Approved by Governors		Feb 2018	✓
Date for next internal review		Dec 2018	✓
Date for next Board of Governors' approval		Jan 2019	

Notes:

<b>Review policy to be published:</b>	
On website	✓
On portal	✓
In Dropbox	✓

# **CITY OF LONDON SCHOOL FOR GIRLS**

## **EXAM POLICY**

### **1. EXAM POLICY**

The purpose of this exam policy is:

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

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

The exam policy will be reviewed every two years.

The exam policy will be reviewed by the Headmistress, Deputy Head (Academic), Senior Management Team and Exams Officer.

### **2. QUALIFICATIONS OFFERED**

The qualifications offered at this centre are decided by the Heads of Department.

The qualifications currently offered are:

- GCE and GCSE
- Pre-U
- IGCSE
- FSMQ
- EPQ and HPQ
- Vocational Qualifications (e.g. Young Enterprise)
- University Aptitude Tests

The subjects offered for these qualifications in any academic year may be found in the School's published prospectus for that year.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates/parents/carers and Heads of Section. The final decision will be made by the Headmistress.

### **3. EXAM SERIES AND TIMETABLES**

#### **3.1 Exam Schedules**

Public exams and assessments are scheduled in the summer (May and June) exam series. Internal (school) exams are scheduled in

December/February for years 11 and 13, and in May/June for other years. As far as possible, school exams are held under external exam conditions.

Internal assessments which make up part of a formal qualification are scheduled in agreement with the Exams Officer and may be taken at any time as determined suitable by the Head of Department concerned.

### **3.2 Timetables**

Once confirmed, the Exams Officer will circulate the exam timetables for public exams via the Portal and staff notice board.

Timetables for school exams will be drawn up by the Exams Office after consultation with the Deputy Head (Academic) and HODs. These will be put on the Portal and staff notice board, and distributed to students via their Form Tutors.

## **4. ENTRIES, ENTRY DETAILS AND LATE ENTRIES**

Candidates are selected for their public exam entries by the subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal.

The centre accepts entries from up to 10 external (or 'private') candidates per exam series, under the following circumstances:

- They are known to the School, i.e. leavers or candidates from City of London (Boys)
- OR they are resident on the Barbican Estate
- AND they are not registered at another centre for the purpose of taking exams
- AND the exams they are doing are the same as those being taken by internal candidates

Entry lists are circulated to HODs and then to individual candidates the month before the entry deadlines for checking and confirmation. Late entries are authorised by the Exam Officer.

Retakes are allowed as permitted by the respective examination boards for A level subjects. Candidates are encouraged to make decisions about whether to re-sit an exam after consultation with HODs.

Candidates will be entered and allowed to take exams at School for subjects not taught at the school with permission from the Heads of Section and the Headmistress in the autumn prior to the summer exam session.

A candidate is able to take an examination in a subject taught at the School earlier than usual only with the agreement of the Head of Section, Head of Department and the Headmistress.

If an exam is entered and sat at another centre, candidates must notify the School and obtain permission from the Headmistress. The same unique UCI number must be used as is used in the School.

## **5. EXAM FEES**

Exam entry fees will be charged to individual candidates.

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.

Late entry or amendment fees made after the deadline are paid by the candidate. Entry fees reimbursement will not be made if a candidate withdraws from a previously entered exam after the withdrawal deadline, or does not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

External candidates will pay in full and in advance for any exam entries that are made for them. These are not refundable.

External candidates will pay an administration fee to sit an exam for a qualification that is not taught at the School but has internal candidates. If a subject is not taught at the school and does not have any internal candidates, then requests to enter an exam will be refused (see section 4).

## **6. DISABILITY DISCRIMINATION ACT**

The School will apply for reasonable adjustments to be made for candidates who meet the following definition of disability, as defined by the Equality Act 2010:

*“a physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day-to-day activities”.*

These reasonable adjustments are known as access arrangements and are the joint responsibility of the Exams Officer and Special Education Needs Coordinator.

### **6.1 Access Arrangements**

The Special Education Needs Coordinator will inform subject teachers of candidates with special educational needs. The Special Education Needs Coordinator will also inform individual staff of any special arrangements that individual candidates can be granted during their course and in their exams.

A candidate's access arrangements requirement for exams will be determined by the Special Education Needs Coordinator and/or a

Doctor. These requirements and evidence supporting them will be provided to the Exams Office by the Special Education Needs Coordinator.

Submitting completed access arrangement applications to the awarding bodies and meeting access arrangement requirements for candidates to take exams is the responsibility of the Exams Officer. The Exams Office will keep all access arrangement applications and supporting evidence on file to show if requested in JCQ inspections. The information will also be held on the School's Data Management System for individual candidates.

## **7. CONTINGENCY PLANNING**

Contingency planning for exams administration is the responsibility of the Senior Management Team. This is detailed in the Exam Contingency Plan and is saved on the school's shared area.

## **8. MANAGING INVIGILATORS**

The School will comply with exam board regulations for all public exam invigilation. External invigilators will be used to invigilate public exams. These will be recruited from a CLSG invigilator pool.

Recruitment of invigilators to the CLSG pool is the responsibility of the Exams Office. Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the Senior Administrative Officer.

Invigilators will be trained, timetabled and briefed by the Exams Office.

Invigilator's rates of pay are set by the Bursar.

For internal exams the School will adopt comparable procedures with respect to invigilation as for public exams, except that teaching staff will be used as invigilators. The Deputy Head's Secretary will allocate staff to invigilate using requirements specified by the Exams Office.

## **9. MALPRACTICE**

The Exams Office is responsible for investigating suspected malpractice.

## **10. EXAM DAY ARRANGEMENTS**

All exam rooms required will be scheduled by the Exams Office and booked by the Deputy Head's Secretary. Question papers, other exam stationery and materials available for the invigilator will be bought to each exam room on the day of the exam by the Exams Office.

Premises management is responsible for setting up the allocated exam rooms on instruction from the Exams Office.

The Exams Officer, Assistant Exams Officer or Lead Invigilator will start all exams in accordance with JCQ guidelines.

Subject teachers may be on hand in case of any technical difficulties, in practical exams only. For all other written exams subject teachers are not permitted to enter into the examination room, except at the specific request of the Exams Officer. Public exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Such papers will be distributed to heads of department at the end of the exam session.

## **11. CANDIDATES**

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Senior Invigilator. For exams longer than one hour candidates may leave the exam early, but no sooner than one hour after the published starting time. They will not be allowed to return.

The Exams Office is responsible for handling late or absent candidates on the exam day. Late or absent candidates will be telephoned as soon as possible to check their whereabouts.

## **12. CLASH CANDIDATES**

JCQ regulations specify that candidates are considered to have an exam clash if they have two or more papers scheduled in the same exam session (morning or afternoon) and the total time is **more than three hours** including extra time and/or supervised rest breaks.

**Overnight supervision** by a parent or School staff is only permissible if three or more exams are scheduled on the same day and the total duration for those papers (including extra time and/or supervised rest breaks) is:

- Six hours for GCE qualifications
- Five and a half hours for IGCSE and GCE qualification

The Exams Office will arrange secure facilities for clash candidates, and overnight supervision if appropriate.

## **13. SPECIAL CONSIDERATION**

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an

exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the Exam Invigilator, to that effect. As an extra back up, the Exams Office will ask Heads of Sections for details of any candidates they believe may have been disadvantaged in any way in an exam.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from their GP or Consultant. Notes from the School Nurse will not normally be sufficient.

The Exams Office will complete special consideration requests to the relevant awarding body within seven days of the end of the exam series.

#### **14. NON EXAMINATION ASSESSMENT POLICY AND APPEALS**

It is the duty of HODs to ensure that all non examination assessments are carried out by the submission deadlines and are ready for despatch at the correct time. The Exams Office will assist by keeping a record when assessments are done and of each despatch, including the recipient details and the date and time sent.

If there is any evidence or indication that the assessment material has not been received by the appropriate person at the Board, the Exams Office will take measures to both clarify what has happened and to take remedial action.

Marks for all internally assessed work and estimated grades are to be provided to the Exams Office by the HODs.

The School's policy with respect to the management and administration of controlled assessments is detailed in a separate document 'City of London School for Girls Non Examination Assessment Procedures' which is available in the exams section of the Portal.

The process for managing appeals against non examination assessments is detailed in a separate appeals policy 'Review Policy and Procedures Relating to Internal Assessment Decisions for External Qualifications' which is available in the school policy section of the Portal and from the Exams Office.

#### **15. RESULTS, ENQUIRIES AFTER RESULTS (EARS) AND ACCESS TO SCRIPTS (ATS)**

Results of public exams will be made available in full on the Portal by 7.00am on the day that results are published. Candidates may also receive individual grade result slips on results days, in person at the School, by request.

Arrangements for the centre to be open on results days are made by the Senior Management.

The provision of staff on results days is the responsibility of the Senior Management.

##### **15.1 Enquiries After Results (EAR)s**

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

EAR requests are paid for by the candidate.

## **15.2 Access to Scripts (ATS)**

Centre staff may request original scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained. The cost will be borne by the department making the request.

EAR requests cannot be applied for once an original script has been returned. Therefore it is recommended that candidates only order copies of their script not the original script itself.

## **16 APPEALS AGAINST THE OUTCOME OF EARs**

The final decision to make an appeal against the outcome of EARs is made by the Headmistress with guidance from the Exams Officer, Deputy Head (Academic) and the relevant Head of Department. Candidates who wish to proceed to an appeal should write to the Headmistress and the Deputy Head Academic –setting out the grounds for appeal. They must do this within 15 calendar days of receiving the outcome of the EAR but preferably much sooner.

An appeal can only be made if the School has a genuine belief:

- that the awarding body has failed to follow its procedures properly or fairly,
- that the procedures were not consistent with regulatory requirements in the first place,
- in the case of AS, A-level, EPQ, HPQ, GCSE English Language and GCSE English qualifications only, that marking scheme was not properly applied, within a reasonable degree of tolerance,
- in the case of the case of AS, A-level and EPQ qualifications only, the mark could not have been given by a trained and standardised marker who had appropriate subject knowledge and who had exercised his/her academic judgement in a reasonable way

These procedures are set by the Joint Council for Qualifications. Should the School conclude that an appeal does not satisfy any of the above criteria, it will not to proceed to appeal. The decision will be communicated to the candidate in



accordance with JCQ guidelines and the process followed to reach the decision will be explained.

In reaching this decision, the Headmistress will seek advice from the Head of Department and the Deputy Head Academic. In some cases, it will be appropriate to seek the views of another suitably qualified subject teacher, who may or may not be employed by the school. If the School decides not to make an appeal the decision is final.

If an original hard copy script has been returned to the centre under the Access to Scripts service, it cannot form part of an enquiry about results or a subsequent appeal. Therefore candidates should only order copies of their script not the original script itself.

If the appeal goes ahead the candidate will be charged the fees charged by the awarding body.

In the case of internally assessed papers (the EPQ in total and some A-level papers), this policy only applies if the marks submitted to the awarding body have been changed following moderation. If a candidate wants to appeal marks submitted to an awarding body they must appeal the marks before they are submitted by following the Review Policy and Procedures Relating to Internal Assessment Decisions for External Qualifications'

If the candidate remains unhappy with the outcome of an initial appeal it is possible that the School requests an appeal hearing with the relevant exam board. However candidates should be aware that the School will only proceed to a hearing, if the Headmistress is of the view that there are still valid grounds for appeal after considering the board's response to the initial appeal. The same procedure will apply to candidates wishing their appeal to be lodged with OFQUAL after an unsuccessful appeal hearing with the relevant exam board.

## **17. CERTIFICATES**

Once received, exam certificates will be posted to a candidate's home address using Royal Mail 'recorded signed for delivery'. The candidate will be notified by email of any certificate returned to the School as undeliverable.

Undeliverable certificates will be kept by the Exams Office for one year before being destroyed.

Requesting certified copies of results from Exam Boards and their cost is the responsibility of the candidate.

## **18. POLICY APPROVAL**

**Written:** January 2016, updated November 2016, December 2017

**Approved by Board of Governors:** October 2016, February 2018

**To be reviewed by:** January 2020

## **APPENDIX 1**

### **Exam Management Responsibilities**

#### **Head of Centre (Headmistress):**

- Has overall responsibility that the School complies with published regulations as an exam centre
- If requested, advises on appeals and re-marks
- Is responsible for reporting all suspicions or actual incidents of malpractice
- Approves any exams sat by candidates that are in addition to those on the school curriculum

#### **Exam Officer & Exams Office Assistant**

Manage the administration of public and internal mock exams:

- Advising the Senior Leadership Team, subject and class Tutors and other relevant Support Staff on exam timetables and application procedures as set by the various awarding bodies
- Overseeing the production and distribution to staff, governors and candidates of an calendar for all exams in which candidates will be involved
- Communicating regularly with staff concerning imminent deadlines and events
- Ensuring that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- Consultation with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines.
- Collecting and submitting data on estimated entries and forecasted grades
- Receiving, checking and storing securely all exam papers and completed scripts
- Administering and making applications for access arrangements and special consideration
- Identifying and managing exam timetable clashes
- Accounting for income and expenditures relating to all exam costs/charges
- Organising the recruitment, training and managing of a team of exams invigilators responsible for the conduct of exams
- Submitting candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranging for dissemination of exam results and certificates to candidates
- Processing and submission of requests for remarks and copies of scripts
- Maintaining systems and processes to support the timely entry of candidates for their exams
- Maintaining records and supporting documentation for candidates' exam access arrangements and special consideration requests to satisfy the requirements of the awarding bodies
- Putting all arrangements in place to administer exams in the school, including liaising with premises staff, IT support, media resources and catering staff

### **Deputy Head (Academic):**

- Liaises between Exams Office and teachers/Senior Management
- Deputises for the Exams Officer if both the Exams Officer and Exams Office Assistant are absent

### **Heads of Departments (HODs):**

- Decide qualifications taken, exam options and exam boards used and inform the Exams Office
- Confirm candidates' names with Exams Office for exam entries
- Agree dates and administrative requirements of controlled assessments with Exams Office
- Manage controlled assessments and coursework requirements

### **The Special Education Needs Coordinator (SENCO):**

- Identifies and tests candidates, and determines their requirements for access arrangements
- Notifies the Exams Office of candidates' access arrangement requirements
- Provides all supporting documentation for access arrangement requests to the Exams Office
- Authorises access arrangements for candidates with individual medical needs or special circumstances
- Collects evidence for normal way of working within the School for candidates with access arrangements and makes this available to the Exams Office
- Provides additional support to help candidates achieve their course aims

### **Heads of Section:**

- Provide up to date lists of candidate mobile phone number to Exams Office and Reception
- Give details of any candidates requiring special consideration to the Exams Office within one week of the end of each public exam series

### **Invigilators:**

- Are familiar with the JCQ instructions in conducting exams in the School
- Supervise exams in accordance with JCQ guidelines
- Assist the Exams Office in setting out the exam room prior to the start of an exam
- Collect exam papers in the correct order at the end of the exam and prepare them for return to the exams office.

### **Form Tutors:**

- Distribute candidate exam entries and timetables
- Make sure candidates understand their exam entries

## Candidates:

- Confirm their own exam entries
- Understand coursework regulations and sign a declaration that authenticates the coursework as their own
- Keeping their exam certificates safe in a secure place
- Turn up on time for their exams and assessments
- Provide evidence of for access arrangements when requested by the Special Education Needs Coordinator.

## APPENDIX 2

### Use of Word Processors for students in Public Examinations

1.1 As part of the school's commitment to the Equality Act 2010 The School provides laptops for students who have a need to use a word processor to avoid being at a substantial disadvantage to other candidates.

1.2 As with all schools, the number of candidates who will make use of laptops in public examination needs to be constrained due to two factors:

- i. compliance to JCQ regulations
- ii. the physical and human resources available to the school. The Equality Act requires the access arrangements such as the use of laptops need only be granted when it is reasonable to do so. Factors influencing the reasonableness of an access arrangement include<sup>1</sup>
  - the needs of the disabled candidate/learner;
  - the effectiveness of the adjustment;
  - the cost of the adjustment; **and**
  - the likely impact of the adjustment upon the candidate and other candidates.

1.3 The JCQ sets out the following examples of disadvantages a student may experience that could result in them being permitted to use a word processor; the list is not exhaustive:<sup>2</sup>

- i. a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly;
- ii. a medical condition;
- iii. a physical disability;
- iv. a sensory impairment;
- v. planning and organisational problems when writing by hand;
- vi. poor handwriting.

1.4 In addition to having a disadvantage that is considered severe enough to require a word processor, JCQ regulations state that a candidate must use a word processor as their normal way of working in the school unless the need is a result of a temporary injury or impairment.

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<sup>1</sup> p3, Access Arrangements and Reasonable Adjustments 2017-2018, JCQ

<sup>2</sup> p54, ibid

<sup>3</sup> p 17, ibid

A "normal way of working" is defined by JCQ as the support given at school in *at least one* of the following<sup>3</sup>:

- in the classroom;
- working in small groups for reading and/or writing;
- literacy support lessons;
- literacy intervention strategies;
- in internal school tests and mock examinations.

1.5 Therefore this leaves The School with a judgement to be made in each individual case when a student, their parent or a teacher suggests a word processor should be used in a public examination. A student will only be considered for permission if conditions 1.2, 1.3 and 1.4 all apply. A number of different people are involved in this process:

- i. The SENCO is responsible for making a judgement on the severity of the disadvantage experienced by the student. For many disadvantages this will involve the use of nationally recognised assessments of Specific Learning Disabilities.
  - ii. A difficulty arises when a student suffers from a disadvantage that cannot be diagnosed with a nationally recognised assessment. For example, when a student is deemed to be suffering from poor handwriting. In this instance the SENCO, in consultation with the student's subject teachers must decide whether or not the student's handwriting is unreadable for significant proportions of their work under timed conditions. Evidence should be provided by the subject teacher.
  - iii. Another example of a disadvantage that is difficult to diagnose is planning and organisational problems. Again the SENCO is heavily reliant on the subject teachers for providing clear evidence that the student performs better in timed essay using a laptop compared to when hand writing. This process would have to be over a long period of time, a one off example would not be acceptable. A year's worth of evidence at least would be necessary, late requests in these instances are highly likely to be unsuccessful.
  - iv. The SENCO will discuss and help implement alternatives to using word processors in exams as part of the Learning Support strategies available to students.
  - v. The subject teachers are responsible for judging that the student's performance when using a word processor under timed conditions is not impaired compared to handwriting. This evidence needs to be collected by the subject teacher at the request of the SENCO.
  - vi. SENCO in consultation with the student's subject teacher is responsible for judging whether there is evidence of the student using word processors in their normal way of working in The School as set out in 1.4 and ensuring the school complies with JCQ regulations.
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- vii. The Examinations Officer is responsible for reporting to the Deputy Head (Academic) if the numbers of students requiring a word processor has reached the maximum capacity. The maximum capacity is the number that the School resources can cope with. Providing word processors in excess of this maximum would not be considered reasonable as described in 1.2.ii.
- viii. The Examinations Officer is responsible for determining the maximum number of word processors can be used at once and The Deputy Head (Academic) is responsible for finding ways to increase capacity
- ix. If the Examinations Officer decided that the maximum capacity has been reached and further requests for laptop usage is made then the Deputy Head (Academic), in consultation with the SENCO, determines which students will need to be notified that they are no longer able to use a word processor. Under these circumstances students' relative rights to entitlement to word processor use in examination is judged according to the severity of their need.

1.6 All referral by teachers, parents and students for word processor usage should be made within six weeks before the relevant year group's mock examination. If the SENCO deems the need severe enough then the student should undertake the relevant mock examinations and future class examinations of a relevant nature using a word processor. Following the mock examinations, and after it has been determined whether the student's performance has been harmed by using a word processor and after the total numbers using word processors is deemed feasible, the final list should be finalised by February half term.

1.7 Teachers, students and parents should be clear that:

- i. referrals are very unlikely to be successful after the mock examinations because of the need to provide evidence of it being a normal way of working
- ii. according to JCQ: "a word processor cannot simply be granted to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home."<sup>4</sup>
- iii. the school will do all that it is reasonable in order to cater for those who are judged to be at a serious disadvantage by not using a word processor. However we have no choice but to reject some requests.

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<sup>4</sup> p54, *ibid.*