

Kings Langley School



Entry for Examinations and Appeals Policy

REVIEW DATE: MARCH 2019

POLICY TITLE: Entry for Examinations and Appeals Policy

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

Entry for Examinations

Rationale:

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

It is the school's policy:-

- To enter students for examinations in all examination courses which they are studying and are expected to successfully complete.
- To ensure, through Learning Area Leaders and subject staff, that students are entered for appropriate courses, levels and tiers of entry.
- To fund all costs of examination entry.

Guidelines:

- Teaching staff are responsible for ensuring that accurate and full information on examination entry requirements (Registration, Entries and Internal assessment marks) are passed to the Examinations Officer at the notified times.
- The Examinations Officer is responsible for issuing timely appropriate proformas and entry forms to Learning Areas according to the examination calendar.
- Students may be withdrawn from an examination if their performance is such that they cannot achieve a grade.
- Staff should discuss with their Learning Area Leader and their linked Senior leader the possibility of any such withdrawals, in order to ensure an overview of an individual student's entry pattern.
- Subject Leaders are to keep the Examination Officer fully informed of all changes to specifications being studied for and hence any changes to assessments.

The school reserves the right to charge the full entry cost, *including late entry fees* where:

- A student fails to attend for examination or fails to hand in work required by the specification to be internally assessed, by the specified date.

- A student is re-taking examinations as a result of poor performance at an earlier sitting.
- A student insists on taking examinations contrary to Learning Area recommendations.
- A student withdraws them self after being entered for an examination.
- A student fails to follow school and Awarding Bodies regulations and /or has to be removed from examination room for disruptive behaviour or malpractice during an examination.
- A student fails to notify any changes to their examination entries by the specified date.

Appeals

The Code of Practice published each year by the Qualifications and Curriculum Development Authority (QCDA) lays down requirements for all aspects of external examinations with which Awarding Bodies and centres must comply. In accordance with this, Kings Langley School has formal procedures in place, which are widely available, for dealing with concerns about:

1. External assessment by Awarding Bodies
2. Internal assessment (controlled assessment)

External assessment by Awarding Bodies

The options available are to

- Request a **review** or marking of an examination script.
- Request a photocopy of an examination script. If this is requested quickly enough it can help in deciding whether to have a **review of marking of the script**.
- Request the original of an examination script (which prevents a **review of marking being subsequently remarked**).
- Request that a unit is remoderated by the Awarding Body.

The deadline for these requests is 4 weeks following publication of the examination results. All of these options involve a fee to the Awarding Body.

Procedures:

If the school considers that an examination script should **have its marking reviewed** then the school will pay the fee.

If the candidate considers that their examination script **should have its marking reviewed** and the school supports the request then the school will pay the fee. However, if the school does not support the request, the candidate will pay the fee.

A review of the remarking is normally only requested when the candidate's marks are just below a grade boundary.

For a **review of marking** the candidate must sign a Candidate Consent Form confirming that they understand that their marks may stay the same, go up or indeed go down.

The decision to have a unit remoderated is made by the school. For a remoderation although the marks of an individual candidate may go down, their grade will not.

Appeals Final Stage:

If all the procedures for resolving disagreements about internal and external assessment decisions have been exhausted with the school and the Awarding Body, then the final stage is to invoke the final stage of the enquiries and appeals service, which is offered by the Examinations Appeals Board (EAB).

Internal assessment (controlled assessment)

The purpose of any such appeal will be to decide whether the process used for the internal assessment conforms to the published requirements of the awarding body and the examination Code of Practice of the QCDA. *In the event that there is malpractice by a member of staff, the matter will be referred to the Head of Centre and the relevant Examination Board.*

This should be read in conjunction with the Controlled Assessment Policy.

Guidelines:

Marks for **controlled assessments and NEAs** may be given to students, but an indication of which grade boundary it **falls within will not be**. Candidates must be made aware that marks are subject to external moderation and therefore may change. The Data Protection Act 1998 entitles candidates to request access to their marks. However, given the misunderstanding that could arise if the marks were viewed as being final, centres may treat them as confidential until after both the internal and external moderation processes have been completed.

Other guidelines are available in the Controlled Assessment Policy.

In the first instance any disagreement between a candidate and their teacher should be discussed between them, and only if the disagreement cannot be resolved should the candidate invoke this appeals procedure.

Procedures:

1. The examinations officer is in overall charge of managing appeals relating to internal assessments.
2. If a candidate (or their parent/carer) wishes to appeal about their internal assessment marks, the appeal should be made in writing to the examinations officer, stating the details of the complaint and the reasons for the appeal. The appeal must be made at least 2 weeks before the school's deadline for submitting the internal assessment marks to the awarding body.
3. The teacher(s) concerned in marking the assessment, which is the subject of the appeal, will respond to the appeal in writing to the examinations officer. A copy will be given to the candidate.
4. If the candidate is not happy with the written response they have received, they can request a personal hearing before an appeals panel.
 - The appeals panel will consist of the examinations officer and a school governor and one of the following :
 - a] the line manager of the examinations officer

b] the relevant Key Stage Pastoral Leader

c] the Deputy Headteacher.

- The request for a personal hearing must be made within two days of receipt of the written reply to the initial appeal.
- The candidate will be given at least two days notice of the hearing date, time and location.
- A breakdown of the marks awarded will be given to the candidate in advance of the appeal.
- The candidate may bring a parent/carer to the hearing.
- The teacher(s) involved will be present at the hearing.
- The examinations officer will convey the outcome of an appeal and the reasons for that outcome in writing to the candidate.
- The school will maintain a written record of all appeals.
- The school will inform the examining boards of any change to an internally assessed mark as a result of an appeal.

Statement for Students:

"If at any stage during your examination courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. controlled assessments/**NEAs**) you should see the Examinations Officer as soon as possible and ideally before internal moderation has taken place".

Information to Parents/Carers:

A statement about exam entry will be in the school Prospectus. Decisions relating to examination entry will be made following communication between Key Stage Pastoral Leaders and Parents/carers.