



# **CROSFIELDS SCHOOL**

## **External Assessment and Examination Policy**

**Policy Owner:**

**Deputy Head Academic**

**Approved By:**

**Head**

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## **Statement of intent**

Crosfields School believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
  - **S**pecific
  - **M**easurable
  - **A**chievable
  - **R**ealistic/relevant
  - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

**Please note that this policy has been created in line with guidance from the Joint Council for Qualifications (JCQ).**

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- JCQ (2023-24) 'Instructions for conducting examinations'
- JCQ (2023-24) 'General Regulations for Approved Centres'
- JCQ (2023) 'AI Use in Assessments: Protecting the Integrity of Qualifications'
- DfE (Last update 30<sup>th</sup> April 2020) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2. This policy operates in conjunction with the following policies:

- **Feedback Policy**
- **Non-Examination Assessment Policy**
- **Exam Appeals Policy**
- **Exam Contingency Plan**
- **Child Protection and Safeguarding Policy**

## 2. Principles

2.1. Using the principles and processes of assessment, our aims are to:

- Comply with the relevant awarding body's statutory assessment requirements.
- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and provide advice on how to improve.
- Guide the planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about pupils' achievement.
- Provide assessment information to ensure continuity when a pupil changes year group or leaves the school.

## 3. Definitions

3.1. The following definitions apply for the purposes of this policy.

3.2. Assessment:

- Activities undertaken by pupils that assess their skills, which provide information to use as feedback.
  - Activities which enable modification of teaching and learning activities to improve achievement.
  - Activities which lead to formative or summative feedback regarding a pupil's academic progress.
- 3.3. **Diagnostic assessment:** Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.
- 3.4. **Formative assessment:** Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.
- 3.5. **Summative assessment:** Activities and examinations which formally assess final achievement at the end of the year.
- 3.6. **Individual learning plans (ILP):** A plan which shows how a pupil will get from their starting point on a learning journey, to the desired end point.
- 3.7. **Feedback:** A strategy which allows teachers to comment upon a pupil's learning objectives/success and note where the success criteria were not met, or set a suggestion/question to encourage further thinking.

## 4. Rationale

- 4.1. The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.
- 4.2. Schemes of assessment also inform whole-school objectives and training. Assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at a pupil, group, class or whole-school level.
- 4.3. Regular reviews will take place and plans will be communicated and actioned at all levels, to ensure a successful assessment process.
- 4.4. The school's chosen assessment frameworks are free from bias, stereotyping, generalisation and discrimination.
- 4.5. The school's assessment procedures take account of pupils' additional needs and SEND, and the progress of different cohorts of pupils is analysed, to ensure that the needs of individuals and specific groups are met.

## 5. Roles and responsibilities

- 5.1. The governing board is responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on an annual basis, in conjunction with relevant members of staff.

5.2. The Deputy Head Academic is responsible for:

- Ensuring this policy is adhered to consistently across the school.
- Familiarising themselves with relevant guidance from awarding bodies and the JCQ.
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to examinations and assessments.
- Ensuring staff with responsibilities relating to assessment and examinations meet internal and external deadlines.
- Advising parents that they must not contact awarding bodies directly and that all queries must be directed to the school.
- Handling complaints regarding this policy in line with the school's Complaints Procedure Policy.

5.3. In relation to formal examinations, as the head of the centre, the Deputy Head Academic, is responsible for ensuring the school:

- Complies with relevant guidance from awarding bodies and the JCQ.
- Takes all reasonable steps to maintain the integrity of the examinations and assessments, including the security of all assessment materials.
- Delivers qualifications, as required by the relevant awarding body, in accordance with relevant equality legislation.
- Enables relevant staff to receive appropriate training and support to facilitate the effective delivery of examinations and assessments and ensure compliance with the published JCQ regulations.
- Manages conflicts of interest in line with [section 13](#) of this policy.
- Follows the **Exam Contingency Plan** where necessary.
- Follows the Child Protection and Safeguarding Policy.
- Makes arrangements to receive, check and store examination materials safely and securely for as long as required.
- Makes arrangements to receive and issue material received from the awarding bodies to staff and pupils and notify them of any advice and instructions relevant to the examinations and assessments.

- Allows pupils access to relevant pre-release materials, on or as soon as possible after the date specified by the awarding bodies.
- Cooperates with any monitoring visits from the JCQ or awarding bodies.
- Submits, in accordance with awarding bodies' instructions, information they may reasonably require in relation to their examinations and assessments.
- Has a workforce that is able to deliver the examinations and assessments.
- Provides fully qualified teachers to mark non-examination assessments.
- Has arrangements in place to coordinate and standardise all marking of school-assessed work.
- Enables pupils to receive sufficient and up-to-date laboratory experience, or relevant training where required by the subject concerned.
- Complies with local health and safety rules.
- Provides the relevant contact information to awarding bodies and responds to the National Centre Number Register.

5.4. The examinations officer is responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Carrying out all necessary duties as directed by the Deputy Head Academic.
- Collecting and interpreting assessment data.
- Implementing systems for identifying, assessing and reviewing ILPs for all pupils.
- Updating the SLT on the effectiveness of the provision, using local, national and school-level assessment data.

5.5. The SS SENCO is responsible for:

- Determining appropriate arrangements for pupils with SEND.
- Coordinating support for pupils with SEND.
- Reviewing relevant ILPs and managing statutory assessment for pupils with SEND.

5.6. Class teachers are responsible for:

- Setting individual targets for pupils.
- Maintaining accurate pupil records.
- Reporting progress to parents.

- Contributing to ILPs, as required.

5.7. Invigilators are responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Ensuring all pupils have an equal opportunity to demonstrate their abilities, e.g. making sure no additional notes are brought into the examination room.
- Ensuring the security of the examination materials during examinations.
- Preventing and reporting possible pupil malpractice.
- Preventing possible administrative failures.

## **6. Training of staff**

- 6.1. Teachers and classroom support staff are provided with a copy of this policy as part of their induction and are informed of any changes to this policy.
- 6.2. All teachers and classroom support staff are trained to identify pupils potentially at risk of need meeting their expected targets, so that appropriate support can be put in place for these pupils.
- 6.3. Teachers and classroom support staff receive regular and ongoing training as part of their development.
- 6.4. Invigilators are given appropriate training and a record of this training is kept.

## **7. Types of assessment**

- 7.1. Assessment at the school takes place in a range of different ways for different subjects; however, all assessments embrace the principles outlined in this policy. Types of assessment carried out include, but are not limited to, the following:

Oral feedback, learning conversations, self-assessment, peer assessment, group assessment, targeted questioning, assessment of exemplar work of a range of grades, written feedback that links to assessment criteria, and use of examination materials.

- 7.2. Teachers will provide regular opportunities for pupils to assess their own work and the work of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement. Self-assessments and peer assessments may include the following:

Peer marking against learning objectives, giving feedback, self-evaluation using traffic lights/smiley faces, and highlighting or annotating pupils' own or a peer's work to demonstrate appropriate features or use of criteria.

## **8. Schemes of assessment**



- 8.1. Assessments take place regularly from assessment for learning to unit tests, end of year exams to public exams. The approach to these assessments are discussed regularly with Heads of Department and classroom teachers to ensure they meet the needs of the learner and aims of the school.
- 8.2. Please consult Appendices [A](#), [B](#) and [C](#) for further information.
- 8.3. Summative assessments are used to assess what a pupil can do at a particular point in their learning journey, and performance can be measured against age-related expectations. We utilise the following formal summative assessments:

Termly - linked to the reporting schedule. The aim will be for a two week 'assessment window' for an assessment to take place leading up to the reporting deadlines. This will be planned with departments indicating the nature of the assessment and when in the window this is due to take place – the ideal would be for these to be spread out.

End of Year - internal end of year assessments will take place around the May half term. These are designed as summative assessment with the results to be sent home.

In Year 10, the end of year assessments will be mock GCSE papers in the Summer Term.

In Year 11, there will be mock GCSEs before the Christmas and Easter holidays.

## **9. Preparing for examinations**

### **Examination timetables**

- 9.1. For general qualifications, the published starting time of all morning examinations is 9:00am, and the published starting time for all afternoon examinations is 1:30pm. Other timings may apply for vocational qualifications.
- 9.2. Once the examination timetables have been released by the awarding bodies, the school will create and distribute individual examination timetables for all pupils, as well as a collective timetable for the school.
- 9.3. Pupils will always be allowed the full amount of time specified for the examination, as per the awarding body's published timetable.
- 9.4. Examination timetables will not be amended for any of the following reasons:
  - Work experience
  - A school function
  - A school trip
  - Sporting events below international level
  - Holidays or weddings
  - A pupils' personal arrangements
  - Where there are clashes between papers of different awarding bodies or specifications in the same subject

- The school will not enter candidates for the same subject at the same qualification level with more than one awarding body in the same series.

### **Examination materials**

- 9.5. The school will immediately inform the awarding body if the security of examination materials is put at risk.
- 9.6. Deliveries containing confidential examination materials will be signed for and a log will be kept at the initial point of delivery.
- 9.7. Confidential materials will only be delivered to those authorised by the Deputy Head Academic.
- 9.8. At the point of delivery, examination materials will be moved to a designated secure room in the school.
- 9.9. All examination materials will be checked by an authorised member of staff in the designated secure room. The awarding body will be informed immediately if there are any problems, including any of the following:
  - It appears that the parcel or one of the packets has been opened during transit
  - There are any differences between the material received and the dispatch/delivery note
  - The material has been significantly damaged in transit or upon opening
  - The material appears not to meet the school's requirements
  - The material has been received in error
- 9.10. Examination materials will only be accessed in accordance with the awarding body's specific instructions.
- 9.11. Only staff members authorised by the Deputy Head Academic will be allowed to access the school's secure storage facility.
- 9.12. Any examination stationery, e.g. answer booklets, will be stored in the secure room.
- 9.13. Mock examinations and internal school assessments that are stored in the designated secure room will be kept separately from 'live' awarding body materials at all times and will be clearly identified.
- 9.14. Additional secure rooms will be identified in the school where the volume of examination materials is too great to be securely stored in one room.

## **Supervision**

- 9.15. No additional paperwork is required to permit a pupil that is allowed to start an examination late. Where this is implemented, late arriving students or early departing pupils will be supervised as if the specified starting time had been in place.
- 9.16. Pupils who take an examination earlier than the published starting time, will stay under supervision until one hour after the awarding body's original published start time.
- 9.17. Pupils who take an examination later than the published starting time shown on the timetable will be under supervision from 30 minutes after the published starting time for the paper concerned until they begin the examination.
- 9.18. If pupils are taking two or more examinations in a session and the total time is three hours or less, the school will decide the order in which the student will sit them. The school will give pupils a supervised break of no more than 20 minutes between papers within a session; this must be conducted within the examination room, under formal examination conditions at all times.
- 9.19. If pupils are taking two or more papers timetabled in a session and the total time is more than three hours, including extra time and/or supervised rest breaks, the school will conduct an examination in a later or earlier session within the same day. No additional paperwork needs to be completed. Prior permission from an awarding body is not required. The security of the examination must still be maintained.
- 9.20. Overnight supervision arrangements will be organised only in exceptional circumstances and as a last resort. These circumstances may include, but are not limited to, the following:
- When a pupil is entered for multiple examinations (more than three), which are timetabled for the same day, and the total duration of those papers is more than:
    - Five and a half hours for GCSE examinations, including extra time and/or supervised breaks.
  - At the discretion of the examinations officer, pupils may be allowed to take an examination the following morning, including Saturdays.
- 9.21. Pupils will not be allowed to take an examination a day earlier than the timetabled date.
- 9.22. The overnight supervision arrangements ensure that the pupil does not have advanced warning of the content of the examination. This means that the candidate will not meet or communicate with anyone who may have knowledge of the content.
- 9.23. Pupils will be supervised at all times during examinations.

- 9.24. While being supervised, pupils will not be permitted to have any electronic communication devices, have access to the internet, or be coached by a member of staff.

### **Other arrangements for pupils**

- 9.25. If permitted by the awarding body, pupils may use additional equipment, e.g. calculators or dictionaries. Any additional equipment will comply with the awarding body's specification. Pupils are responsible for providing this additional equipment, but additional equipment will be provided if necessary.
- 9.26. Reasonable adjustments will be arranged for pupils where necessary, and in line with JCQ guidance and instructions from awarding bodies.
- 9.27. Any pupil suffering from, or suspected of suffering from, an infectious or contagious disease will take the examination in a separate room in which all instructions for conducting examinations can be applied.
- 9.28. Pupils will be provided with a copy of the JCQ's 'Information for candidates' documents prior to any examinations taking place.

### **Contingency arrangements**

- 9.29. The school has an Exam Contingency Plan that will be implemented where necessary.

## **10. Before examinations**

- 10.1. Examination materials will not be removed from the secure facility and taken to the examination room any earlier than 60 minutes prior to the starting time for the examination.
- 10.2. Once the examination materials have been moved to the examination room, they will not be left unsupervised.
- 10.3. Students will be required to be present and waiting silently in a line outside of the examinations room for their examination 15 minutes prior to the timetabled start of the examination.
- 10.4. Once pupils enter the examination room, they are under formal examination conditions and will remain so until the point they are permitted to leave. Pupils will be told that they are not permitted to talk to, attempt to communicate with or disturb other pupils once they have entered the examination room.
- 10.5. Pupils will be allocated a seat, which will be indicated on their examination timetables. A seating plan will be available to the awarding body at their request.
- 10.6. Pupils' desks will be a minimum of 1.25 metres away from any other pupil's, in all directions, to prevent pupils from overlooking the work of others.
- 10.7. When possible, for written examinations:

- All pupils will face the same direction.
  - Each pupil will have a separate desk. If this is not possible, pupils will be positioned far enough away from one another so that their work cannot be seen, and contact cannot be made between pupils.
  - Pupils who are working on a drawing board set on an easel or another non-horizontal surface will be arranged in an inward-facing circle or in some similar pattern.
- 10.8. An examination is considered as 'in progress' from the time the pupils enter the room, to the time the scripts have been collected.
- 10.9. A register will be completed, in accordance with the awarding body's specification.
- 10.10. Invigilators will be informed of pupils with access arrangements and of the particular arrangements awarded to pupils.
- 10.11. The examination room will be appropriate for use, with satisfactory heating, lighting, ventilation and levels of noise, whether internal or external, intermittent or continuous.
- 10.12. Any displays that could be of use to pupils, such as providing subject-specific knowledge, will not be visible.
- 10.13. Either an analogue or digital clock will be easily visible to each pupil in the examination room. Countdown or 'count up' clocks are not permitted.
- 10.14. A whiteboard, or similar, will be visible to all pupils and will display the following information:
- School name
  - Subject title
  - Examination number
  - Actual starting and finishing times of each examination (not official published time)
  - The school's centre number
- 10.15. Unauthorised materials, such as notes or PowerPoint presentations, will not be brought into the examination room; doing so constitutes malpractice which may result in disqualification from the examination.
- 10.16. Before pupils are allowed to start the examination, the invigilators will always:
- Make sure that pupils are seated according to the set seating arrangements.
  - Tell the pupils that they must now follow the regulations of the examination.

- Ask pupils to check that they have been given the correct question paper for the subject (unit/component and tier), if appropriate.
- Tell the pupils to read the instructions on the front of the question paper.
- Check that pupils have all the materials they need for the examination.
- Tell the pupils about any misprinting notices.
- Instruct pupils about emergency procedures, e.g. what to do if there is a fire.

10.17. Invigilators will also give pupils the following instructions before the examination, where appropriate:

- Hand in mobile phones if you have not already done so. This is your final chance; failure to do so may lead to disqualification.
- Write clearly and in black ink.
- Write your name, surname, school name, pupil number and unit or component code or paper details on your answer booklet(s) and on any additional answer sheet(s) used.
- Fill in any other details as necessary.
- Do all work, including rough work, on examination stationery unless otherwise stated.
- Write your answers in the designated sections of the answer booklet.
- Neatly cross through any rough work but do not make it totally illegible, as it will be forwarded to the examiner.
- Do any rough work for multiple-choice papers in the question booklet.

10.18. Invigilators will inform pupils of the equipment that they should not use during the examination:

- Correcting pens, fluid or tape.
- Erasable pens.
- Highlighter pens in your answers (although pupils may use them to highlight questions, words or phrases within the question paper or question/answer booklet. Pupils may also use a highlighter pen to highlight extracts in any resource material provided).
- Gel pens in your answers.
- Blotting paper.

## **11. During examinations**

11.1. Invigilators will follow guidance from the JCQ and awarding body throughout the examination.

- 11.2. The school will ensure that invigilators have received the appropriate training to ensure they have the required understanding to follow the relevant regulations and guidelines.
- 11.3. Access arrangements will be carried out in line with JCQ requirements and any other requirements from the awarding body.
- 11.4. Invigilators will supervise the pupils throughout the whole time the examination is in progress and give complete attention to this duty at all times.
- 11.5. Invigilators will be vigilant and remain aware of emerging situations, being wary of incidents of malpractice or candidates who need to leave the room, e.g. to go to the toilet.
- 11.6. Incidents of actual or suspected malpractice will be recorded by invigilators.
- 11.7. During a practical examination, if pupils need to move around and if spoken instructions are necessary, they will be limited to those which are essential to achieve the objectives of the examination.
- 11.8. On-screen tests will be conducted in line with JCQ guidance.

#### **Late arrival**

- 11.9. A pupil who arrives after the start of the examination, **will** be allowed to enter the examination room and sit the examination – this is entirely at the discretion of the school.
- 11.10. If a pupil arrives late, they will be allowed the full time for the examination.
- 11.11. A pupil will be considered 'very' late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10:00am for a morning examination or after 2:30pm for an afternoon examination.
- 11.12. For examinations that last less than one hour, a pupil will be considered very late if they arrive after the awarding body's published finishing time for the examination.
- 11.13. Where a pupil arrives very late for an examination, the school will:
  - Send the script to the awarding body/examiner in the normal way.
  - Follow the reporting procedure of the awarding body.
  - Warn the pupil that the awarding body may not accept their script.
- 11.14. The school will provide the following information on the form:
  - The reason the pupil arrived late, including any details of special arrangements made for the pupil to reach the centre.
  - The actual starting and finishing times of the examination.
  - The time the pupil started the examination.

- The time the pupil finished the examination.

### **Leaving the examination room**

- 11.15. For examinations that last one hour or more, pupils will stay under supervision until 10:00am for a morning examination or 2:30pm for an afternoon examination, i.e. one hour after the published starting time for that examination.
- 11.16. For examinations that last less than one hour, pupils will be supervised and question papers will be kept in secure storage until the published finishing time of the examination.
- 11.17. Pupils who are allowed to leave the examination room temporarily will be accompanied by a member staff – this member of staff will not be the pupil's subject teacher or a subject expert for the examination in question. Those pupils may be allowed extra time at the discretion of the school, to compensate for their temporary absence.
- 11.18. If permitted by the awarding body, pupils who have finished their work may be allowed to leave the examination room early; the pupils will hand in their work before they leave the examination room. Those pupils will not be allowed back into the room.

### **Malpractice**

- 11.19. Pupils will be warned about the possible penalties an awarding body may apply if they are found to have committed malpractice.
- 11.20. If a pupil is suspected of committing malpractice, the invigilator will warn the pupil that they may be removed from the examination room.
- 11.21. The pupil will be warned that the awarding body will be informed of any suspected or confirmed cases of malpractice and that they may decide to disqualify the pupil.
- 11.22. The invigilator will record any malpractice incidents.
- 11.23. The Deputy Head Academic has a duty to monitor and report potential malpractice by invigilators and school staff to the awarding body immediately.

### **Emergencies during an examination**

- 11.24. If an emergency, such as a fire, occurs during an examination, invigilators will:
  - Stop the pupils from writing.
  - Collect the attendance register (in order to ensure all pupils are present) and evacuate the examination room.
  - Advise pupils to leave all question papers and scripts in the examination room.
  - Tell pupils to close their answer booklets.



- Inform pupils to leave the room in silence.
  - Make sure that the pupils are supervised as closely as possible while they are out of the examination room, to make sure there is no discussion about the examination.
  - Make a note of the time and duration of the interruption.
  - Allow the pupils the full remaining working time set for the examination.
  - Make a full report of the incident and of the action taken, and send to the relevant awarding body.
- 11.25. If there are only a few pupils, the invigilator will consider the possibility of taking the pupils (with question papers and scripts) to another place to finish the examination, if it is safe to do so.

### **Finishing the examination**

- 11.26. At the end of the examination, pupils will be told to stop writing.
- 11.27. Pupils will be informed that they will still be under examination conditions until they have left the examination room, so are expected to act accordingly.
- 11.28. Pupils who arrived late, and who were allowed the full working time to complete the examination, will be allowed to complete the examination.
- 11.29. Pupils granted extra time and/or supervised rest breaks will be allowed to carry on uninterrupted for the necessary additional time.
- 11.30. Where an answer booklet is used, pupils will be asked to check that the necessary information, e.g. their name, has been written on the answer booklet, as well as any additional paper. Pupils will also be asked to check their answers are correctly numbered and that any loose answer sheets are placed inside the answer booklet.
- 11.31. Invigilators will:
- Collect all the examination materials before pupils are allowed to leave the examination room.
  - Check that there is an answer sheet for every pupil marked as present on the attendance register.
  - Check that the names on the scripts match the details on the attendance register (except CCEA).
  - Put the examination materials in the order shown on the attendance register.
  - Check that pupils have used their correct school name and pupil numbers.

- Give the examination materials to the person responsible for despatching them to the awarding body, e.g. the examinations officer, who will send them as specified by the relevant awarding body.

11.32. Scripts will be packed in line with JCQ guidance.

## **12. Examination results**

- 12.1. Pupils will receive individual result slips on results day, either in person at the school or by post to their home address.
- 12.2. Results can be collected on behalf of a pupil by third parties, provided they have been authorised to do so. Pupils should provide a letter to this effect.
- 12.3. Arrangements for the school to be open on results days are made by the Deputy Head Academic.
- 12.4. Appeals may be requested by school staff or pupils if there are reasonable grounds for believing there has been an error in marking; the pupil's consent is required before any appeal is requested.
- 12.5. Pupils or parents can request that an appeal be carried out; they will be charged for this service before a request is made to the awarding body. The examinations officer will make available to every pupil on results day an up-to-date table showing the fees and deadline dates for the appeal service as set by the awarding bodies. Each pupil will also be given a copy of an appeal request form.
- 12.6. If a result is queried by a head of department, then the fee will be paid for by the requesting department.
- 12.7. The appellant will be informed in writing of the outcome of their appeal. Further appeals procedures are outlined in the Exam Appeals Policy.

## **13. Conflicts of interest**

- 13.1. Conflicts of interest will be managed by informing the awarding bodies, before the published deadline for entries, of:
  - Any members of staff who are taking qualifications at the school which include internally assessed components or units.
  - Any members of staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. child) for qualifications which include internally assessed components or units.
- 13.2. Records will be maintained of all instances where:
  - Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the school itself or other examination centres.

- Staff are taking qualifications at their school which do not include internally assessed components or units.
  - Staff are taking qualifications at other centres.
- 13.3. The Deputy Head Academic will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.
- 13.4. The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

## **14. Non-examination assessments**

- 14.1. Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.
- 14.2. There are three assessment stages and rules which apply to each stage. These stages are:
- Task setting
  - Task taking
  - Task marking
- 14.3. The functionality of these rules will vary across subjects due to subject-specific content; for example, the implementation of working in silence would not necessarily be applicable in a drama assessment.
- 14.4. The school has a Non-Examination Assessment Policy in place to:
- Cover procedures for planning and managing non-examination assessments.
  - Define teaching staff roles and responsibilities with respect to non-examination assessments.
  - Manage risks associated with non-examination assessments.
- 14.5. The examinations officer will confirm to the awarding body that such a policy is in place.
- 14.6. For detailed information regarding non-examination assessments, refer to the Non-Examination Assessment Policy.
- 14.7. Internal assessments, mock examinations, revision sessions or coaching sessions will not be conducted in a room designated as an examination room.

## **15. Target setting**

- 15.1. Pupils complete baseline assessments at the start of the Autumn term, which inform long-term national curriculum-based learning goals.

- 15.2. Pupils with SEND may follow national curriculum objectives from a younger year group's curriculum or have P scale objectives, depending on their need and cognitive ability. Pupils will then be assessed using the associated criteria. Pupils with EAL, who are the initial stages of learning English, are assessed using the Northern Association of Support Services for Equality and Achievement (NASSEA) assessment system for EAL learners.
- 15.3. Stepped, short-term and medium-term targets that lead to the long-term learning goals are agreed with pupils and are clearly displayed as ILPs in age-appropriate language in workbooks to be shared with parents.

## **16. Tracking and reviewing progress**

- 16.1. Formative and summative assessment milestones are recorded electronically using iSAMS. National curriculum objectives are only recorded as 'achieved' when a pupil has mastered them. In order to master an objective, pupils must:
- Learn the skill/concept.
  - Practise it.
  - Apply it.
  - Apply the skill/knowledge in a different context.
- 16.2. Pupils are given the opportunity to review their progress through 'learning conversations' which are scheduled into lesson time.
- 16.3. To assist in guiding each pupil's learning journey, data snap-shots are taken at class, phase and subject level, three times a year, towards the end of each term.
- 16.4. Pupil progress meetings for each year group are scheduled termly and focus on:
- Reviewing the progress of all pupils.
  - Identifying and monitoring cohorts of pupils that are underperforming.
  - Continuously reviewing collective and individual learning targets.
  - Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
  - Selecting intervention strategies to implement as a team to tackle barriers to learning.
  - Keeping an up-to-date record of all strategies and reviews that have been implemented.
  - Creating an action plan for each class – including factors affecting underachieving pupils and the steps that will be taken to combat this.
- 16.5. Teachers/academic mentors/pastoral staff and key members of the SLT meet at an 'academic board'. The purpose of the academic board is to monitor pupils

who were identified as underachieving in a number of subjects at pupil progress meetings, to pinpoint whole-school trends relating to performance and to make decisions surrounding actions to accelerate the level of intervention for pupils who are identified as persistently underachieving.

## **17. Marking and feedback**

- 17.1. Pupils' work is marked in line with the Marking and Feedback Policy.
- 17.2. Marking and feedback directly relates to subject-specific assessment criteria and individual learning targets.
- 17.3. Teachers use findings from their marking to address knowledge gaps.
- 17.4. Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements/corrections to work.
- 17.5. Feedback takes a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement.
- 17.6. Marking and feedback strategies at the school include the following:  
  
Verbal feedback, in-depth teacher marking, peer-assessment, and self-assessment.
- 17.7. Achievement is rewarded in the following ways:
  - Praise awarded on iSAMS
  - Certificates
  - Gift cards

## **18. Records and record keeping**

- 18.1. Teachers use progress records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents. Records are kept in the following formats:  
  
Lesson plans, pupils' work and work books, assessment/target trackers, pupil progress meeting records and reviews, academic board records and the use of CASPA/BSquared for pupils with SEND.
- 18.2. Summative assessment records, such as GCSE examination results, are kept electronically and held for six years after the year of the examination.
- 18.3. Formative assessment records, such as pupils' work, are held for one year.

## **19. Standardisation and moderation**

- 19.1. The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues.
- Partnership with colleagues from other schools within the local area.
- Attendance at exam board standardisation meetings.
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.

19.2. Portfolios of moderated work are kept securely by subject leaders.

## **20. Reporting**

20.1. A full written report for each pupil is sent to parents once per year. Reports outline pupils' progress in the core subjects of the national curriculum. Teachers make comments on the attainment of each pupil in terms of national age-related expectations. Targets for literacy and numeracy are also set.

20.2. Reports promote and ensure:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.
- Targets for pupils.

20.3. Parents are invited to attend parents' evenings with the teacher. Parents are also welcome to discuss the progress of their child with class teachers or the staff at other times.

20.4. Half-termly progress charts are sent to parents at the end of each half-term, so that parents are fully informed of their child's progress in English and maths, as well as any issues surrounding their attendance and behaviour.

20.5. Class teachers or the other staff may invite parents for discussions regarding unsatisfactory factors, such as behaviour or progress, of pupils if required.

20.6. The Head reports progress to governors on a termly basis, in the form of a Head's report.

## **21. Artificial intelligence (AI) misuse**

Pupils found to be misusing artificial intelligence (AI) will have committed malpractice and may be subjected to substantial sanctions, e.g. disqualification.

Staff and pupils will be made aware of the risks of using AI and will be clear on what constitutes malpractice.

Pupils will be required to ensure that work submitted for assessment is demonstrably their own.

Teachers and assessors will only accept work for assessment which they consider to be pupils' own. Where teachers have doubts about authenticity and misuse of AI, they will investigate and take appropriate action.

AI misuse will include but will not be limited to the following:

- Copying or paraphrasing sections of AI-generated content to the extent that it is no longer the pupil's work.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment to the extent that work, calculation, analysis or evaluation is no longer the pupil's own.
- Failing to reference AI tools as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Relevant individuals will discuss the use of AI and agree their approach to managing pupils' use of AI and ensure that pupils are aware of the consequences of malpractice.

The school's policy on malpractice and plagiarism will provide clear guidance on how pupils should reference appropriately, acknowledge AI misuse and when AI may be used.

Every pupil will be issued with a copy of the appropriate JCQ information for candidates and the school will ensure that this information is understood by pupils.

The school will consider whether it is necessary for pupils to sign a declaration that they have understood what AI misuse is and ensure that pupils are aware of what the consequences of a false declaration will be.

Pupils will be reminded that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

Pupils will be informed of the importance of referencing AI use and how it should be done correctly and appropriately.

To prevent AI misuse, the school will:

- Consider restricting access to online AI tools on school devices and networks.
- Ensure that access to online AI tools is restricted on devices used for exams.
- Set reasonable deadlines for work submissions.
- Allocate time for sufficient portions of work to be done in class under supervision.
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that submissions represent a natural continuation of earlier stages of work.
- Introduce classroom activities that use the level of knowledge and understanding achieved during the course so that the teacher can be confident that pupils understand the material.
- Consider whether it's appropriate and helpful to engage pupils in discussions about their work ascertain that they understand it and that it reflects their own work.

- Not accept, without investigation, work which staff suspect has been taken from AI tools.
- Issue tasks which are topical, current and specific and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Assessors will look for indications of potential AI misuse including:

- Default use of American spelling, currency, terms and other localisations.
- A default use of language or vocabulary which may not be appropriate to the qualification level.
- A lack of direct quotations and references where these are required.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date.
- Instances of incorrect and inconsistent use of first-person and third-person perspective.
- A difference in language style.
- A lack of graphs and visual aids where these would normally be expected.
- A lack of specific local or topical knowledge.
- Content being more generic in nature rather than relating to the pupil themselves if this is required or expected.
- Inadvertent inclusion of warnings produced by AI to highlight the limits of its ability.
- The submission of pupil work in a typed format where it would usually be handwritten.
- Indications that AI has been asked to produce an essay several times to add depth, variety or to overcome its output limit.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language not keeping in line with usual writing styles.

If AI misuse is detected or suspected by the school and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation for further investigation.

## **22. Monitoring and review**

- 22.1. This policy is reviewed by the Head, Deputy Head Academic and examinations officer on an annual basis.
- 22.2. The scheduled review for this policy is April 2025



## Appendix A: Assessment materials, tools and tests

Reading	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Summative tests</li><li>• Teacher planned comprehension tests/activities</li></ul>
Writing	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples</li><li>• Results of class tests</li><li>• Summative tests</li></ul>
Maths	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Mental maths tests</li><li>• Summative tests</li></ul>
Science	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Observations of practical work</li><li>• Results of class tests</li><li>• Summative tests</li></ul>
Humanities	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples</li><li>• Class debates</li><li>• Results of class tests</li><li>• Summative tests</li></ul>
Languages	<ul style="list-style-type: none"><li>• Focussed marking</li><li>• Pupil observations</li><li>• Book/work scrutiny</li><li>• Writing samples</li><li>• Oral assessments</li><li>• Results of class tests</li><li>• Summative tests</li></ul>

## Performing arts

- Pupil observations
- Class practical tests
- Marking of written work
- Observations of practical work
- Recording of performances
- Summative tests

## Appendix B: Contents of class assessment

Autumn term	<b>English</b> <ul style="list-style-type: none"> <li>• Baseline assessment tasks</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Records of learning targets</li> <li>• Extended writing tasks</li> <li>• Textual analysis examples</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• Baseline assessment tasks</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Records of learning targets</li> <li>• End of unit tests</li> </ul>
	<b>Foundation subjects</b> <ul style="list-style-type: none"> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Revision tests</li> <li>• New learning targets for each subject</li> </ul>
Spring term	<b>English</b> <ul style="list-style-type: none"> <li>• Year 11 mock examination papers</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Independent writing samples</li> <li>• Records of learning targets</li> <li>• Extended writing tasks</li> <li>• Textual analysis examples</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• Year 11 mock exam papers</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Records of learning targets</li> <li>• End of unit tests</li> </ul>
	<b>Foundation subjects</b> <ul style="list-style-type: none"> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Revision tests</li> <li>• New learning targets for each subject</li> </ul>

Summer term	<b>English</b> <ul style="list-style-type: none"> <li>• End of year written tests</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Independent writing samples</li> <li>• Records of learning targets</li> <li>• Extended writing tasks</li> <li>• Textual analysis examples</li> <li>• Progress against national curriculum descriptors on an end of year report</li> </ul>
	<b>Maths</b> <ul style="list-style-type: none"> <li>• End of year written tests</li> <li>• Records of significant progress against national curriculum learning descriptors/P scales</li> <li>• Records of learning targets</li> <li>• End of unit tests</li> <li>• Progress against national curriculum descriptors on an end of year report</li> </ul>
	<b>Foundation subjects</b> <ul style="list-style-type: none"> <li>• End of year written tests</li> <li>• Record significant progress against national curriculum learning descriptors/P scales</li> <li>• Peer and self-evaluation amongst pupils</li> <li>• Progress against national curriculum descriptors on an end of year report</li> </ul>

## Appendix C: School assessment schedule

Autumn one	<ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• Class profiles updated and end of year targets set</li> <li>• Parents' consultation meetings</li> <li>• Assessment moderation meetings</li> <li>• Class assessment folder updated (on-going)</li> <li>• 1:1 teacher-pupil mentoring</li> <li>• SEND intervention trackers reviewed</li> <li>• Pupil progress meeting</li> </ul>
Autumn two	<ul style="list-style-type: none"> <li>• Class profiles updated</li> <li>• 1:1 teacher-pupil mentoring</li> <li>• Data 'snap-shots' (class, phase, subject level)</li> <li>• Individual and class intervention trackers produced</li> <li>• Assessment moderation meetings</li> <li>• Class assessment folder updated (on-going)</li> <li>• Academic board meeting</li> </ul>
Spring one	<ul style="list-style-type: none"> <li>• Parents' consultation meetings</li> <li>• 1:1 teacher-pupil mentoring</li> <li>• Pupil progress meeting</li> <li>• Assessment moderation meetings</li> <li>• Class profiles updated</li> <li>• Class assessment folder updated (on-going)</li> </ul>
Spring two	<ul style="list-style-type: none"> <li>• Class profiles updated</li> <li>• Data 'snap-shots' (class, phase, subject level)</li> <li>• 1:1 teacher-pupil mentoring</li> <li>• SEND intervention trackers reviewed</li> <li>• Individual and class intervention trackers produced</li> <li>• Assessment moderation meetings</li> <li>• Class assessment folder updated (on-going)</li> <li>• Academic board meeting</li> </ul>
Summer one	<ul style="list-style-type: none"> <li>• Assessment moderation meetings</li> <li>• End of year reports produced</li> <li>• Prepare class hand-over folders</li> <li>• Class assessment folder updated (on-going)</li> </ul>

Summer two

- Data 'snap-shots' (class, phase, subject level)
- Class profiles updated
- Pupil progress meeting
- Report all results of statutory assessments to parents
- Annual reports sent to parents
- End of year parent meetings
- Class assessment folder updated in preparation for class handover meeting (on-going)
- Class handover meetings (current teacher meets receiving teacher to share information)