BURLINGTON
HOUSE SCHOOL

Examination Policy - Appendices

Responsible person: Nicola Lovell, Matthew Potger, Steve Proctor

Review Cycle: ANNUAL

Last review date: September 2025

New review date: September 2026

In all Burlington House School policies, the words "Burlington House School" refer to Burlington House Prep, Burlington House Senior and Burlington House Sixth Form.

Burlington House School is owned and operated by **Cavendish Education.**

The following appendices pertain to the **Burlington House Examination Policy**.

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Appendix 1: Appeals against Internal Assessments of Work

Reviews of marking - centre assessed marks
(GCSE controlled assessments, GCE coursework,
GCE and GCSE non-examination assessments and Project qualifications)

Burlington House School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Burlington House School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Burlington House School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.

2. Burlington House School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Burlington House School will, having received a request for copies of materials, promptly make them available to the candidate.

4. Burlington House School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.

5. Burlington House School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.

6. Burlington House School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.

7. Burlington House School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.

8. Burlington House School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. Burlington House School will inform the candidate in writing of the outcome of the review of the centre's marking.

10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards.

The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

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Appendix 2: Assessment Schedule

THE QUALITY OF EDUCATION PROVIDED
STANDARD 1.

Prospective pupil screening
Each prospective pupil wishing to join Burlington House School undertakes a two day assessment process. Pupils will join their coordinating peer group and subject staff will be asked to make observations and recommendations to the KS3 SENCo. During this period, the child will be assessed by one of the Speech & Language Therapeutic Team, Maths and English subject leaders and, if appropriate, an Occupational Therapist or School Counsellor.

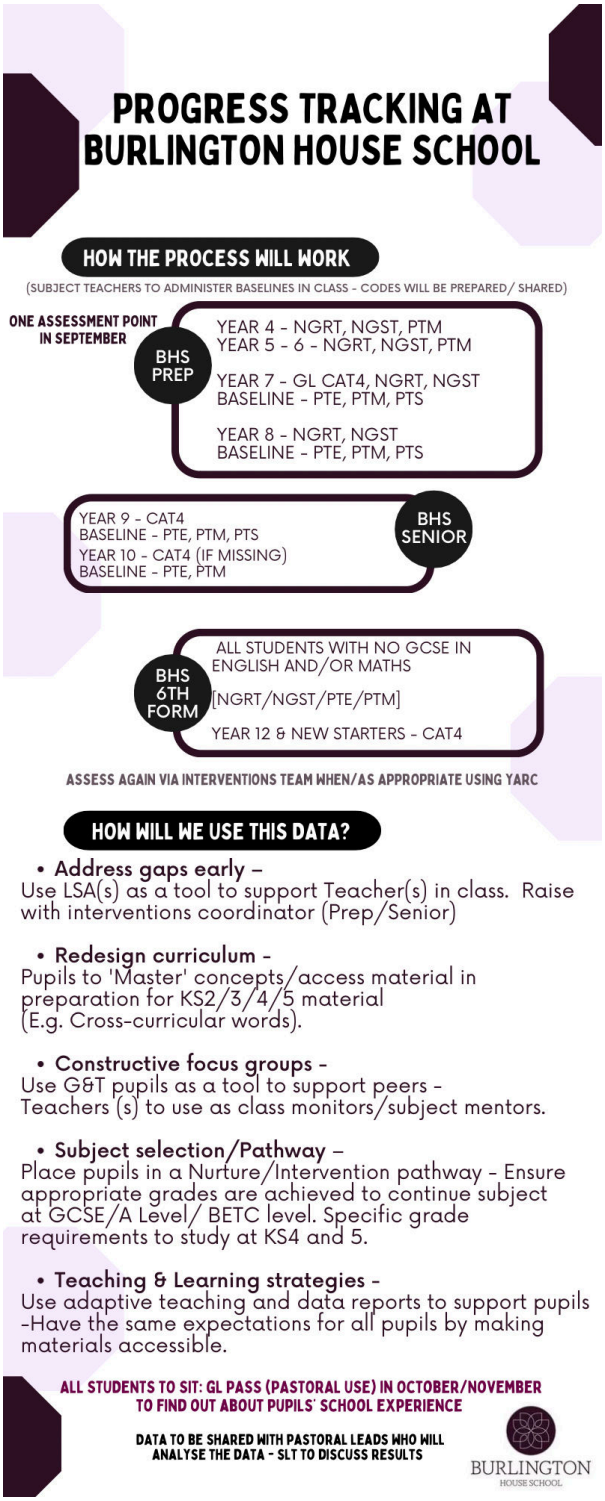
Progress Testing
Progress testing will be conducted in line with schedule, below.

Pupil screening and progress testing may also include:

PPVT	Y7	The test serves two purposes: i) as an achievement test of receptive vocabulary attainment for standard English and ii) as a screening test of verbal ability. PPVT will track progress as the current y7 will be reassessed by the end of Y9, in cases where a child has previously scored in the below average range, or in Y10, and will identify pupils who may need SaLT provision and/or advice given to teaching staff.	SaLT
TROG	Y7	Assesses understanding of grammar but also able to pinpoint specific areas of difficulty. TROG will track progress as the current y7 will be reassessed at the end of Y9 in cases where a pupil has previously scored in the below average range, or in y10, and will also identify pupils who may need SaLT provision and/or advice given to teaching staff.	SaLT
Touch Typing	Y7	Using Kaz, an interactive, multi sensory touch typing programme. This is a two week intensive touch typing programme to allow the ICT department to measure touch typing speed and accuracy. Upon completion of the course, pupils will be issued with	ICT

		a laptop. Pupils will be reassessed regularly throughout their time at Burlington House School in order to track progress.	
TOWRE	All Pupils in literacy SfL groups	The test measures both the ability to sound out words quickly and accurately and the ability to recognise familiar words as whole units or sight words. The TOWRE provides a simple and quickly administered quantitative evaluation of the critical word reading skills as well as assessing the speed of processing to read words accurately.	SFL
Motor skills: The Movement Assessment Battery for Children (MABC-2)	All pupils	This standardised assessment of movement skills is divided into 3 sections – manual dexterity (hand skills), balls skills, and static (still) and dynamic (moving) balance. It compares a child's abilities with other children of the same age. Each section is scored with a standard score (where a low score indicates a good performance and a high score indicate difficulties) and these scores are converted into percentiles. A percentile score is a score out of 100; with 100 the highest score and 1 the lowest score. The majority of children will score between 16 and 84 but a percentile score of less than 5 shows an area of significant difficulty.	OT
Beery Test of Visual Motor Integration Subtest (6th Edition)	All pupils	This test requires the ability to copy a series of increasingly difficult geometric shapes. It is the foundation skill to all graphic and handwriting skills. It assess an individual's ability to transfer what he/she sees visually into motor input. Scores are worked according to age groups norms. This assessment was previously completed in December 2016 (by Kate Speakman at the Dyscovery Centre) - these scores have been included in the below table to allow for comparison.	OT
GCSE Mock Examinations	Y11	These examinations allow the staff to make predicted grades for entry to Sixth form as well as to formulate final decisions as to entry level tiers within each subject (where applicable)	All departments
New Group Spelling Test	All pupils	Tracking progress and to highlight potential provisions required.	English
New Group Reading Test	All pupils	Tracking progress and to highlight potential provisions required.	English
YARC	All pupils	York Assessment of Reading for Comprehension (YARC) offers teachers a reliable way of assessing	SFL

		their pupils' emerging and developing skills in reading and reading comprehension from age four to 16. Used to track progress and to highlight potential provisions required. Pupils who fall in the below average range will be reassessed whenever it is deemed appropriate by the SaLTS, based on the work they have done in their sessions. .	
BTEC Level 1,2,3	Y10 - 14	Level 1 & 2 Assessed modules –internally verified	Design Technology
GCSE / A level Examinations	Y11 / Y13	Represents a culmination of two years work – externally assessed	All departments
Internal Examinations	All Years	Allows staff to track progress and in the case of year 3, helps to make decisions about GCSE options the following year.	All departments
WRAT4 Spelling & Reading	Y9	Access Arrangements for GCSE examinations. This test allows us to identify and apply for specific scaffolding such as a reader, scribe, extra time or use of laptop that will support access to knowledge during the GCSE examination period	Level 7 Specialist Assessors
WRAT E Lvl 5 (Comprehension)	Y9	Access Arrangements – as above	Level 7 Specialist Assessors
Hedderly Sentence Completion Test	Y9	Access Arrangements - as above	Level 7 Specialist Assessors
TOWRE	Ys 7-10	The test measures both the ability to sound out words quickly and accurately and the ability to recognise familiar words as whole units or sight words. The TOWRE provides a simple and quickly administered quantitative evaluation of the critical word reading skills as well as assessing the speed of processing to read words accurately. Testing at this time of the year ensures that progress has been made during SFL.	SFL


PROGRESS TRACKING AT BURLINGTON HOUSE SCHOOL
HOW THE PROCESS WILL WORK
(SUBJECT TEACHERS TO ADMINISTER BASELINES IN CLASS - CODES WILL BE PREPARED/ SHARED)
ONE ASSESSMENT POINT IN SEPTEMBER
BHS PREP
YEAR 4 - NGRT, NGST, PTM
YEAR 5 - 6 - NGRT, NGST, PTM
YEAR 7 - GL CAT4, NGRT, NGST
BASELINE - PTE, PTM, PTS
YEAR 8 - NGRT, NGST
BASELINE - PTE, PTM, PTS
BHS SENIOR
YEAR 9 - CAT4
BASELINE - PTE, PTM, PTS
YEAR 10 - CAT4 (IF MISSING)
BASELINE - PTE, PTM
BHS 6TH FORM
ALL STUDENTS WITH NO GCSE IN ENGLISH AND/OR MATHS
[NGRT/NGST/PTE/PTM]
YEAR 12 & NEW STARTERS - CAT4
ASSESS AGAIN VIA INTERVENTIONS TEAM WHEN/AS APPROPRIATE USING YARC
HOW WILL WE USE THIS DATA?
• Address gaps early –
Use LSA(s) as a tool to support Teacher(s) in class. Raise with interventions coordinator (Prep/Senior)
• Redesign curriculum -
Pupils to 'Master' concepts/access material in preparation for KS2/3/4/5 material
(E.g. Cross-curricular words).
• Constructive focus groups -
Use G&T pupils as a tool to support peers -
Teachers (s) to use as class monitors/subject mentors.
• Subject selection/Pathway –
Place pupils in a Nurture/Intervention pathway - Ensure appropriate grades are achieved to continue subject at GCSE/A Level/ BETC level. Specific grade requirements to study at KS4 and 5.
• Teaching & Learning strategies -
Use adaptive teaching and data reports to support pupils -Have the same expectations for all pupils by making materials accessible.
ALL STUDENTS TO SIT: GL PASS (PASTORAL USE) IN OCTOBER/NOVEMBER TO FIND OUT ABOUT PUPILS' SCHOOL EXPERIENCE
DATA TO BE SHARED WITH PASTORAL LEADS WHO WILL ANALYSE THE DATA - SLT TO DISCUSS RESULTS
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Appendix 3: Centre Assessment Policy

Statement of intent

Statement of Intent
This section provides details of the purpose of this document, as appropriate to our centre: The purpose of this policy is: ● To ensure that teacher-assessed grades are determined fairly, consistently, free from bias and effectively within and across departments. ● To ensure the operation of effective processes with clear guidelines and support for staff. ● To ensure that all staff involved in the processes clearly understand their roles and responsibilities. ● To support teachers to take evidence-based decisions in line with the Joint Council for Qualifications guidance. ● To ensure the consideration of historical centre data in the process, and the appropriate decision making in respect of, teacher assessed grades. ● To support a high standard of internal quality assurance in the allocation of teacher assessed grades. ● To support our centre in meeting its obligations in relation to equality legislation. ● To ensure our centre meets all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications. ● To ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Roles and responsibilities:

This section of our Centre Policy outlines the personnel in our centre who have specific roles and responsibilities in the process of determining teacher assessed grades this year.

Roles and Responsibilities
This section gives details of the roles and responsibilities within our centre: **Head of Centre** ● Our Head of Centre, Nicola Lovell will be responsible for approving our policy for determining teacher assessed grades.

- Our Head of Centre has overall responsibility for Burlington House School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.
- Our Head of Centre will confirm that teacher-assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.
- Our Head of Centre will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.

Senior Leadership Team and Heads of Department

Our Senior Leadership Team and Heads of Departments will:

- provide training and support to our other staff.
- support the Head of Centre in the quality assurance of the final teacher-assessed grades.
- ensure an effective approach within and across departments and authenticating the preliminary outcome from single teacher subjects.
- be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it.
- ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade.
- ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications.
- ensure teachers have the information required to make accurate and fair judgments.
- ensure that a Head of Department Checklist is completed for each qualification that they are submitting.

Teachers/ Specialist Teachers / SENCo

Our teachers, specialist teachers and SENCo will:

- ensure they conduct assessments under our centre's appropriate levels of control and have sufficient evidence, in line with this Centre Policy and guidance from the Joint Council for Qualifications, to provide teacher-assessed grades for each student they have entered for a qualification.
- ensure that the teacher-assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student.
- make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance**.**
- produce an Assessment Record for each subject cohort, that includes the nature of the assessment evidence being used, the level of control for assessments considered, and any other evidence that explains the determination of the final teacher-assessed grades. Any necessary variations for individual students will also be recorded.
- securely store and be able to retrieve sufficient evidence to justify their decisions.

Examinations Officer

Our Examinations Officer will:

- be responsible for the administration of our final teacher-assessed grades and for managing the post-results services.
- Be responsible for ensuring appropriate access arrangements are available to candidates as required
- Be responsible for the issue of results to candidates during week commencing 9th August

Training, support and guidance:

This section of our Centre Policy outlines the training, support and guidance that our centre will provide to those determining teacher assessed grades this year.

Training
This section provides details of the approach our centre will take to training, support and guidance in determining teacher-assessed grades this year ● Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students. ● Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations.

Support for Early Career teachers and teachers less familiar with assessment
This section provides details of our approach to training, support and guidance for newly qualified teachers and teachers less familiar with assessment ● We will provide mentoring from experienced teachers to ECTs and teachers less familiar with assessment. ● We will put in place additional internal reviews of teacher-assessed grades for ECTs and other teachers as appropriate.

Use of appropriate evidence:

This section of our Centre Policy indicates how our centre will give due regard to the section in the JCQ guidance entitled: Guidance on grading for teachers.

A. Use of evidence

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This section gives details in relation to our use of evidence.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We will use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We will use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock exams taken over the course of study.
- We will use records of a student's capability and performance over the course of study in performance-based subjects such as music, drama and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that hasn't been taught.

Our centre will ensure the appropriateness of evidence and balance of evidence in arriving at grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control and under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school or college.

- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining teacher assessed grades:

This section of our Centre Policy outlines the approach our centre will take to awarding teacher assessed grades.

Awarding teacher assessed grades based on evidence
We give details here of our centre's approach to awarding teacher assessed grades. ● Our teachers will determine grades based on evidence which is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught. ● Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias. ● Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Department. Any necessary variations for individual students will also be shared.

Internal quality assurance:

This section of our Centre Policy outlines the approach our centre will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions.

Head of Centre Internal Quality Assurance and Declaration

Internal quality assurance
This section gives details of our approach to internal standardisation, within and across subject departments. ● We will ensure that all teachers involved in deriving teacher assessed grades read and understand this Centre Policy document.

- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
    - Arriving at teacher assessed grades
    - Marking of evidence
    - Reaching a holistic grading decision
    - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by Matthew Potger, Deputy Headteacher Academic.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts:

This section of our Centre Policy outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts.

Comparison of Teacher Assessed Grades to results for previous cohorts
This section gives details of our internal process to ensure a comparison of teacher assessed grades at qualification level to results for previous cohorts in our centre taking the same qualification. ● We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019). ● We will consider the size of our cohort from year to year. ● We will consider the stability of our centre's overall grade outcomes from year to year. ● We will consider both subject and centre level variation in our outcomes during the internal quality assurance process. ● We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained

in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the QA process.
This section gives details of the approach our centre will follow if our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years. ● We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale. ● We will include grades from international GCSEs (for example, in mathematics) because we have previously offered these. ● We will bring together other data sources that will help to quality assure the grades we intend to award in 2021.
This section gives details of changes in our cohorts that need to be reflected in our comparisons. ● We will omit subjects that we no longer offer from the historical data.

Access Arrangements and Special Considerations:

This section of our Centre Policy outlines the approach our centre will take to provide students with appropriate access arrangements and take into account mitigating circumstances in particular instances.

Reasonable adjustments and mitigating circumstances (special consideration)
This section gives details of our approach to access arrangements and mitigating circumstances (special consideration). ● Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken. ● Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained. ● Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.

- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: JCQ – A guide to the special consideration process, with effect from 1 September 2020

Addressing disruption/differential lost learning (DLL):

B. **Addressing Disruption/Differentiated Lost Learning (DLL)**
This section gives details of our approach to address disruption or differentiated lost teaching. ● Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity:

This section of our Centre Policy outlines the arrangements in place to ensure objectivity of decisions.

Objectivity
This section gives a summary of the arrangements in place within our centre in relation to objectivity. Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation. Senior Leaders, Heads of Department and Centre will consider: ● sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions); ● how to minimise bias in questions and marking and hidden forms of bias); and ● bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- unconscious bias can skew judgements;
- the evidence presented should be valued for its own merit as an indication of performance and attainment;
- teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics;
- unconscious bias is more likely to occur when quick opinions are formed; and

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data:

This section of our Centre Policy outlines our arrangements to record decisions and to retain evidence and data.

C. Recording Decisions and Retention of Evidence and Data

This section outlines our approach to recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Departments maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence:

D. Authenticating evidence

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This section of our Centre Policy details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors. These mechanisms will include clear guidelines for evidence required within each department, separate CAGs generated by different evidence types for each pupil in each subject, each CAG will include teacher comment to provide context and all assessment feedback sheets scrutinised by Matthew Potger, Deputy Headteacher Academic and Koen Claeys, Head of Centre.
- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.
  https://qualifications.pearson.com
  https://www.aqa.org.uk
  https://www.eduqas.co.uk/
  https://www.ocr.org.uk/

Confidentiality, malpractice and conflicts of interest:

Confidentiality

This section of our Centre Policy outlines the measures in place to ensure the confidentiality of the grades our centre determines, and to make students aware of the range of evidence on which those grades will be based.

A. Confidentiality

This section details the measures in place in our centre to maintain the confidentiality of grades, while sharing information regarding the range of evidence on which the grades will be based.

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

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Malpractice:

This section of our Centre Policy outlines the measures in place to prevent malpractice and other breaches of exam regulations, and to deal with such cases if they occur.

B. Malpractice
Burlington House School adheres to the guidance from JCQ: '**JCQ Suspected Malpractice: Policies and Procedures**' https://www.jcq.org.uk/exams-office/malpractice/ , which should be read in conjunction with the Burlington House School Examinations Policy. Burlington House School deems malpractice to be any action or practice which threatens the integrity of public examinations, and/or damages the authority of those responsible for conducting them. Training is provided annually for all staff who participate in and support the examinations process, to ensure staff are aware of the measures in place to prevent malpractice within the centre and to deal with such cases if they occur. A log of this training is kept on file. JCQ defines malpractice as any act, default or practice which is a breach of the Regulations or which: ● compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or ● damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre. Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself. Additionally, failure to take action as required by an awarding body, as detailed in this document, or to cooperate with an awarding body's investigation, constitutes malpractice. The consequences of malpractice or maladministration, as published in the JCQ guidance '**JCQ Suspected Malpractice: Policies and Procedures**' (including the risk of a delay to students receiving their grades, up to the removal of centre status) are outlined to all relevant staff during the annual examinations training.

Conflicts of Interest:

This section of our Centre Policy outlines the measures in place to address potential conflicts of interest.

C. Conflicts of Interest
This section details our approach to addressing conflicts of interest, and how we will respond to such allegations.

- To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.
- Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.
- We will also carefully consider the need to separate duties and personnel to ensure fairness in later process reviews and appeals.

Private candidates:

This section of our Centre Policy outlines our approach to working with Private Candidates to arrive at appropriate grades.

A. Private Candidates
This section details our approach to providing and quality assuring grades to Private Candidates. ● Our arrangements for assessing Private Candidates to arrive at appropriate grades are identical to the approaches utilised for internal candidates. ● Where it has been necessary to utilise different approaches, the **JCQ Guidance on Private Candidates** has been followed and any divergences from our approach for internal candidates have been recorded on the appropriate class/student documentation. ● In undertaking the review of cohort grades in conjunction with our centre results profiles from previous examined years, the grades determined by our centre for Private Candidates have been excluded from our analysis.

External Quality Assurance:

This section of our Centre Policy outlines the arrangements in place to comply with awarding organisation arrangements for External Quality Assurance of teacher assessed grades in a timely and effective way.

A. External Quality Assurance
This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the **JCQ Guidance**.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results:

This section of our Centre Policy outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

A. Results
This section details our approach to the issue of results to students and the provision of advice and guidance. ● All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021, including the issuing of A/AS and GCSE results in the same week. ● Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students. ● Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results. ● Such guidance will include advice on the appeals process in place in 2021 (see below).

- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians have been made aware of arrangements for results days.

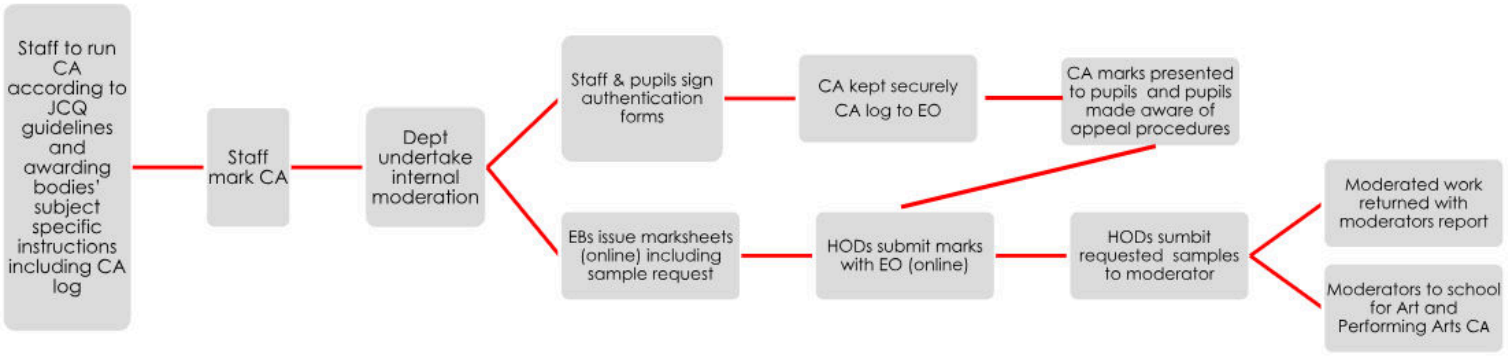
Appeals:

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

A. Appeals
This section details our approach to managing appeals, including Centre Reviews, and subsequent appeals to awarding organisations. ● All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the **JCQ Guidance**. ● Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements. ● All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling. ● Learners have been appropriately guided as to the necessary stages of appeal. ● Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend. ● Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal. ● Appropriate information on the appeals process will be provided to parents/carers.

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Appendix 4: Controlled Assessment Procedures



Controlled Assessment – outlining staff responsibilities:

EXAMINATION OFFICER

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of key stage 4)
- Map overall resource management requirements for the year. As part of this resolve:
    - clashes/ problems over the timing or operation of controlled assessments
    - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events
- Create, publish and update an internal appeals policy for controlled assessments
- Enter pupils for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries
- Enter pupils' 'cash-in' codes for the terminal exam series
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team
- Ensure access arrangements have been applied for

- Work with teaching staff to ensure requirements for support staff are met

HODS/FACULTY HEAD

- Decide on the awarding body and specification for a particular GCSE
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements

TEACHING STAFF

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Supply to the exams office details of all unit codes for controlled assessments
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded

- Provide moderated marks to candidates so they have time to request a review of the centre's marking before the marks are submitted to the Examination Board. *See Appeals Against Internal Assessments Policy*
- Retain candidates' work securely between assessment sessions (if more than one)
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre
- Ask the appropriate EOs for any assistance required for the administration and management of access arrangements.

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Appendix 5: Controlled Assessment Risk Management Procedure

Risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead, i.e. start of academic year, for all subjects or lines of learning	Plan dates in consultation with school calendar & negotiate with other parties	EOs & Head of Centre
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates some time between assessments	EOs & HoDs
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary	EOs & Head of Centre

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Risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date where applicable i.e. ICT Functional Skills	Download tasks before scheduled date of assessment	EOs & Head of Centre, SR (Head of Faculty)

Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	EOs
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	EOs
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		EOs, HoDs/subject leaders
Candidates have a scheduling clash for exams or assessment	Always consider candidate timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	EOs

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Risks and issues	**Possible remedial action**		**Staff**
	Forward planning	***Action***	
Task setting			
Teaching staff/assessors fail to correctly set tasks	Ensure teaching staff/assessors understand the task setting arrangements as defined in the awarding body specification*	Seek guidance from the awarding body	EOs & HoDs
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	EOs & HoDs
Security of materials			

Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	EOs
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage	EOs

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

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

Risks and issues	Possible remedial action		Staff
	Forward planning	***Action***	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training marking practice. Plan to sample marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HoDs & EOs
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HoDs & EOs

Appendix 6: Equipment, Sanctions and Responsibilities

Equipment

All equipment for examinations will be provided by the school.

For English, text books may be required. These will need to be handed into the Head of Department (HOD) the day before the examination. Please ensure that these are blank and not annotated in any way or the candidate will be disqualified from the examination session.

Sanctions

Candidates must not possess:

- MOBILE PHONES,IPODS, MP3/4 PLAYERS
- PRODUCTS WITH AN ELECTRONIC COMMUNICATION/STORAGE DEVICE OR DIGITAL FACILITY
- SMARTWATCHES

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Possession of unauthorised items is an infringement of the regulations and could result in DISQUALIFICATION from the examination and the overall qualification. Candidates are advised that mobile phones in particular must not be in their possession, whether switched on or not.

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Appendix 7: Examination Attendance

If your child is unable to attend an examination, you must immediately call the school. The pupil will be marked as absent and will not receive a grade for this examination unless there are mitigating circumstances. For example, should you deem your child unfit to take the examination you must be able to provide evidence to this effect, such as a note from your Doctor, dated on the day of the examination. In this instance, it is possible that adjustments may be made to the terminal grade.

If your child is late to the start of the examination, again it is imperative that the school be informed immediately. Candidates may enter the examination room up until 1 hour after the examination has commenced, at The Examination Officer's discretion. However, the Examination Boards reserve the right to refuse to accept the candidate's paper.

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Appendix 8 : Examination Contingency Plan

Legal:
• To meet the requirements of the Ofqual Joint Contingency Plan
• To meet the requirements of the Joint Qualifications Council (JCQ)

In the case of exam disruption, the school will, in the first instance, refer to government guidance:
What schools, colleges and other centres should do if exams or other assessments are seriously disrupted

Aims of the Exam Contingency Plan:

The Examination Contingency Plan is designed to ensure a consistent and effective response in the event of major disruption to the examination system at Burlington House School affecting candidates across several awarding organisations.

All awarding organisations are required to have their own well-established contingency plans in place to respond to such disruptions. This Examinations Contingency Plan takes into account these processes and procedures and is designed to complement them, not replace them. This also applies to all other qualifications at Burlington House School.

The plan will be implemented in the event of major disruption to the system, such as widespread illness, travel disruption, bad weather or power failures. Any actions taken will be subject to the advice of the official agencies dealing with the specific circumstances being faced, for example the police, Environment Agency or Health Protection Agency.

Implementing the plan will safeguard the interests of candidates while maintaining the integrity of the examination system and safeguarding qualification standards.

The contingencies covered have been implemented on several occasions in response to localised issues in other centres. They would be applied on a larger scale in response to any widespread disruption at a national level.

The priority when implementing contingencies will be to maintain three principles:

- **delivering assessments to published timetables**
- **delivering results to published timetables**
- **complying with regulatory requirements in relation to assessment, marking and standards.**

If the usual contingencies are no longer sufficient to maintain these outcomes, the Leadership Team will agree the additional actions required.

Communications

In the event of local disruption, communication to teachers and students will take place through the Examination Officer following agreement with the Headteacher.

In the event of major disruption, details of specific contingencies agreed across organisations involved in the examinations process will be confirmed on the Ofqual website and proactively communicated to relevant stakeholders.

This includes communications between the organisations involved in the response and communications to stakeholders such as centres, candidates, parents or carers and the public. www.ofqual.gov.uk/

The organisations involved in this Joint Contingency Plan are committed to:

- sharing timely and accurate information as required to meet the aims of the plan
- communicating with stakeholders so they are aware of disruption to the exams, the contingency measures being implemented and any actions required of them as a result
- ensuring that any messages to the public are clear and accurate.

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1. Disruption of teaching time – school closed for an extended period

If Burlington House School is closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning, it is the responsibility of the school to prepare pupils, as usual, for examinations.

- In the case of modular courses, candidates should sit the examinations in the next available series
- The school should plan to facilitate teaching and learning by an alternative method or alternative location.

Guidance on emergency planning, with advice on severe weather, is available on the Department for Education website:
http://www.education.gov.uk/schools/adminandfinance/emergencyplanning/a0069425/advice-on-severe-weather

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2. Disruption in the distribution of examination papers

If the distribution of examination papers to centres in advance of Examinations is disrupted:

- The awarding organisations to source alternative couriers for delivery of hard copies.
- The awarding organisations would provide the school with electronic access to examination papers via a secure external network. Awarding organisations would fax examination papers to centres if electronic transfer is not possible. The Examinations Officer must ensure that copies are received, made and stored under secure conditions.

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3. Candidates unable to take examinations because of a crisis - centres remain open

If candidates are unable to attend examinations or to take examinations as normal. This contingency applies if Burlington House School becomes closed due to extreme issues on the school site e.g. Fire.

- The school can liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with the relevant awarding organisations. JCQ guidance on alternative site arrangements can be accessed through the JCQ website - http://www.jcq.org.uk/exams-office/ice--- instructions-for-conducting-examinations/instructions-for-conducting-examinations-2015-2016
- The school can offer candidates an opportunity to sit any examinations missed at the next available series
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements. Candidates are only eligible for special consideration if they have been fully prepared and have covered the whole course but are affected by adverse circumstances beyond their control.

JCQ guidance on special consideration can be accessed through the JCQ website: www.jcq.org.uk/exams-office/access-arrangements-and-specialconsideration/regulations-and-guidance

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4. Centres are unable to open as normal during the examination period

If Burlington House School is unable to open as normal for scheduled examinations it must inform each awarding organisation with which examinations are due to be taken as soon as is possible. The responsibility for deciding whether it is safe for the school to open lies with the Headteacher (Head of centre). The Headteacher is responsible for taking advice, or following instructions from relevant local or national agencies in deciding whether they are able to open.

- The school should open for examinations and examination candidates only if possible.
- The school should use alternative venues, including alternative BHS sites, in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public building, if possible)

  An arrangement is in place with All Saints Primary School to use their facilities in an emergency where it is not possible to adapt and use any of the Burlington House School sites.
- The school may offer candidates an opportunity to sit any examinations missed at the next available series
- The school can apply to awarding organisations for special consideration for candidates where they have met the minimum requirements (see item 3, page 6).

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5. Disruption to the transportation of completed examination scripts

If there is a delay in normal collection arrangements for completed examination scripts.

- The school will seek advice from awarding organisations and the normal collection agency regarding collection. The school must not make arrangements for transportation without approval from awarding organisations.
- The school must ensure secure storage of completed examination scripts until collection.

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6. Assessment evidence is not available to be marked

If due to large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked.

- The awarding organisations should generate candidate marks for affected assessments based on other appropriate evidence of candidate achievement as defined by the awarding organisations in consultation with the regulators.
- The candidates should retake affected assessment at subsequent assessment window.

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7. Disruption to the scanning process – where completed examination scripts are being scanned in preparation for onscreen marking

If the examination boards scanning process is disrupted, resulting in a risk to the delivery of results by scheduled dates.

- The awarding organisations should implement their existing contingency plans for disruption to on-screen marking process
- The awarding organisations should revert to traditional form of marking
- The awarding organisations should recruit, train or re-standardise qualified new markers.

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8. Markers unable to mark examination scripts according to marking schedules

If the examination board markers are unable to mark examination scripts resulting in a risk to the delivery of results by scheduled dates.

- The awarding organisations should re-allocate scripts to available markers
- The awarding organisations to recruit, train or re-standardise qualified new markers and prioritisation of marking to be based on results dates.

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9. Difficulty in meeting planned schedule or unable, to issue results

Inability of awarding organisations (including the case of a single awarding organisation) to either meet planned schedule for issue of results, or to issue results as planned due to a systems failure. If the awarding organisation(s) face delay in meeting the planned schedule for issuing results:

- The awarding body should establish priorities for processing results, implement existing contingency plans for disruption to the schedule for issuing results.
- If awarding organisation(s) face difficulty in issuing results as planned due to a systems failure: in consultation with regulators, assess the level of disruption and consider alternative options for issuing results dependent upon the nature of the particular systems failure, the awarding organisations and regulators to liaise with relevant organisations (i.e. UCAS, CAO) regarding process of candidate progression to further and higher education.

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10. Awarding organisations unable to issue accurate results

Due to system error/failure or attack on systems means significant numbers of results cannot be validated as accurate or are issued and found to be inaccurate.

- The candidates, school and stakeholders will be informed of any incorrect results

- The awarding organisations will re-validation results
- The awarding organisations to re-issue results, via alternative format if necessary.

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11. Centres are unable to distribute results as normal

If the college is unable to access or manage the distribution of results to candidates, or to facilitate post results services.

The school should contact the awarding organisations about alternative options:

- The school will make arrangements to access its results at an alternative site.
- The school will make arrangements to coordinate access to post results services from an alternative site.
- The school will share facilities with other centres where possible.

Summary of School responsibilities in the event of disruption to examinations.

• Preparing plans for any disruption to exams as part of centres' general emergency planning.

• Preparing candidates for examinations.

• Ensuring examinations and assessments are taken under the conditions prescribed by awarding organisations.

• Ensuring, where relevant, that assessment materials and candidate work are stored under secure conditions.

• Deciding whether the centre can open for examinations as scheduled and informing relevant awarding organisations if the centre is unable to open.

• Exploring the opportunities for alternative arrangements if the centre cannot open for examinations and agreeing such arrangements with the awarding organisations.

• Assessing and liaising with awarding organisations in the event of disruption to the transportation of papers.

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Appendix 9: Internal Examinations

Y11 / Y13 Mock examinations and June summative whole school examinations: setting and coordination of papers

- The EOs will ask Heads of Department/Faculty for Y11 mock examination requirements (such as staffing and rooming) in October or school exam requirements in February. A mock examination timetable will then be created and released to staff, pupils and parents in December. Likewise, the school examination timetable will be released in April.
- Heads of Department/Faculty are responsible for setting an appropriate paper which should be kept securely until the January/June exam session commences
- Mock examinations should reflect, as much as possible, GCSE / A Level papers
- It may not be possible to provide access arrangements for all (internal) examination sessions, therefore staff should consider recording audio versions of examination papers or allowing pupils who have qualified for access arrangements to have the use of assistive technology such as a computer reader.

Invigilation

- The EOs will give details of invigilation requirements on the daily notice sheet so staff should check email. Additionally, a hard copy of the invigilation timetable will be posted in the Staffroom.
- The EOs will provide JCQ invigilation training for all staff (including support staff) which will be updated each October and reviewed with staff in April.
- Staff should follow the JCQ examination regulations for invigilating internal examinations. However, for *INTERNAL EXAMINATIONS ONLY*, work may be taken in by the invigilator at the Examination Officer's discretion
- The EOs will post Examination Board agreed access arrangements to the staff. These access arrangements (scribes, readers, computer readers, prompts, use of word processors, additional time and rest breaks) must be adhered to during the January mock examinations.

Marking of scripts

- Subject staff are responsible for marking their own papers
- Papers should be moderated within departments
- Heads of Department/Faculty should enter mock examination results on the Prediction Evidence sheet located in the EO folder on Staffshare. Summer examination results should be submitted via examination feedback sheets (issued to subject leaders in June) and returned via email to the EO
- Heads of Department must submit an Examination Report, supplied by the Examination Officer, including details of performance against expectation to the Headteacher at the end of the exam session. Additionally, examination papers may be requested
- Examination results should not be released to pupils until results have been submitted and analysed by the Headteacher
- Departments may wish to release examination papers to the pupils, for revision purposes, after the exam session has concluded

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Appendix 10: Recall and Review

Information on Enquiries about Results (EARs)

Review of scripts

In cases where the Examination Officer deems it appropriate to review a script, i.e. a candidate has not achieved the superior grade boundary by only 1-2 marks AND the school has the agreement of the candidate, the school will take responsibility for the cost of the re-mark.
In cases where the Examination Officer considers a review will be unsuccessful yet it is requested by a parent, the parent is responsible for the cost.
Parents should be advised that the outcome of any review can result in lowered grades

Re-call of scripts

In cases where a department wishes to use an examination script as a teaching and learning resource and the school has the candidate's consent, the department will take responsibility for the administration cost. However, in cases where a parent may wish to review a pupil's script themselves, the parent will be responsible for the administration cost

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Appendix 11: Security of Scripts

The Procedure for security of examination scripts

Receipt of scripts or other exam materials

1. Academic Administrator or Head's PA signs for scripts and contacts Examination Officers (EO) immediately
2. EO logs receipt of scripts and Awarding Body in log book
3. EO securely locks scripts, examination stationery etc in exam cupboard

On the day of the Exam

1. Exam papers are signed out of the exam cupboard
2. EO and Assistant conduct second pair of eyes check that this is correct day and paper/tier
3. Any exam pack that needs to be split is split in locked office with EO and one other and then resealed in envelopes to be transported to the exam room

Collection of scripts

1. Examination Officer organises Parcelforce collection as appropriate
2. Academic Administrator or Head's PA informs EO of Parcelforce representative's arrival
3. EO unlocks scripts from exam cupboard and delivers to Head's PA
4. EO logs collection
5. Parcelforce representative signs log

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Appendix 12: Use of a Word-Processor

Burlington House School recognises that all our pupils benefit from the use of a laptop and therefore a laptop is provided. A laptop is their normal way of working from Year 5/6 or Year 7 depending on when the pupil started at the school. Touch typing is taught in Key Stage 2 and Key Stage 3. All pupils sign the Acceptable Use Policy on a yearly basis which outlines the expectations the school has when using a laptop at school. Please see the AUP for rules and expectations around the use of laptops at school. Laptop chargers are provided in all classrooms.

Detailed Procedures
Most written work will be completed by pupils on laptops using Google Classroom. Any written work which would normally be done in exercise books during lessons will be printed out by the subject teacher, marked and filed appropriately.

Pupils should use a plain font (e.g. Times New Roman, Arial, Verdana) and allow room for teachers' comments. Pupils may change the colour of the background and the font to help them to read their work more easily.

Spell Check can normally be used on all pieces of work except in examinations.
If there are problems with a laptop during lessons, the candidate should immediately stop using it, ask to use the LSA's laptop or a spare laptop.

Pupils will be allowed to use a laptop in all internal examinations and tests.

In public examinations candidates will use a school word processor using an examination profile, without the spellcheck enabled and without the internet enabled (see below). Pupils will also use these profiles for controlled assessment and mock examinations.

Software
Burlington House School uses Google Classroom, as well as various subject specific software and software designed to support pupils with specific learning difficulties. This software is issued onto all pupil and staff laptops.

Back-up
The School uses Google docs and as such all documents are backed up in the cloud. Staff and pupils alike are not allowed memory sticks

Printing work
If pupils need work printed, they will need to email the work to, or share with, a teacher for printing.

Use of Word Processors in Public Examinations

Burlington House School adheres to The Joint Council for Qualification's recommendation for the use of word processors in examinations (section 14.20 - 14.27 of the Instructions for Conducting Examinations (ICE) booklet with effect from 1st September 2023).

Specifically, the School is allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled (switched off) to **all our pupils, as it is their normal way of working** within the School and is appropriate to their needs. For example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand.

The school uses specific software (Trelson) to ensure that the laptop's working environment is isolated, as required, for use in an examination.

The following examples are taken from The Joint Council for Qualification's recommendation for the use of word processors in examinations (section 5.8.4 of the booklet with effect from 1st September 2020)

• A candidate who cannot write legibly because she has significant learning difficulties asks to use a word processor in her examinations. It is her normal means of producing written work within the centre because her teachers cannot read her writing. She is very proficient in using a word processor. The SENCo allows her to use a word processor in her examinations.

• A candidate does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor. This is granted by the SENCo because it reflects his normal way of working within the centre.

• A candidate wishes to use a word processor since this is her normal way of working within the centre. However, the candidate additionally wishes to use the spelling and grammar check facility. Given that she does not meet the published criteria for a scribe, the candidate cannot use the spelling and grammar check facility. The SENCo allows her to use a word processor in line with the regulations as set out in the JCQ 'ICE' booklet.

• A candidate who has significant learning difficulties has quite legible writing. However, he makes many omissions and cannot order his ideas correctly. His written scripts are legible but covered in crossings-out and omission marks. He requests a word processor and this is granted by the SENCo. The use of a word processor allows him to correct text, sequence his answers and reflects his normal way of working within the centre.

• A blind candidate asks to use a word processor in his examinations. He also requests the use of a screen reader to allow him to 'read' back and check the answers he has typed.
These arrangements are permitted when using a word processor in his examinations.
However, if the candidate also wants to use predictive text and/or the spelling and

grammar check facility he must meet the published criteria for a scribe, with an approved application in place.

Examples - Word processor and 25% extra time

• A candidate has a below average free writing speed when handwriting and qualifies for 25% extra time. However, using a word processor is her normal way of working within the centre. When typing she can produce her written work effectively and at a speed equivalent to an average writing rate. She has no further learning difficulties. The SENCo awards the use of a word processor as it removes the barrier presented by her slow handwriting, and only applies for 25% extra time when she writes by hand such as in GCSE Mathematics and Science examinations.

• A candidate with significant learning difficulties has a below average speed of writing and below average scores in areas of cognitive processing and reading speed. As using a word processor is his normal way of working within the centre he has been able to improve his typing speed to match the equivalent average writing rate. However, he has persistent and significant difficulties in interpreting questions and formulating his typed answers. He is given 25% extra time, as well as the use of a word processor, as both arrangements are appropriate to his needs.