



Controlled Assessments and Examinations Policy

Date	March 2025
Written By	Roger Williams
Approved By	Joe Creswick
Date Approved	March 2025
Review Date	March 2027

This policy applies to all stakeholders within Ivel Valley School & College



Introduction and Aims

Ivel Valley School & College's policy for controlled assessments aligns with the requirements of the Joint Council for Qualifications (JCQ). This policy ensures consistency, accuracy, and fairness across all subjects and staff members, enabling teachers to authenticate and confirm that students have completed assessment tasks in accordance with awarding body specifications.

The Purpose of this Policy

This policy provides a clear framework for managing and conducting assessments and examinations at Ivel Valley School & College. Its primary objectives are to ensure fairness, consistency, and integrity in the assessment process while offering guidance to students, staff, and administrators. It also addresses appeals, conflicts of interest, emergencies, and contingency planning.

Roles and Responsibilities

Senior Leadership Team will:

- Oversee the safe and secure conduct of controlled assessments, ensuring accountability.
- Ensure compliance with JCQ guidelines and awarding bodies' subject-specific instructions.
- Collaborate with heads of department, subject leaders, and key stage coordinators at the start of the academic year to schedule controlled assessments.
- Coordinate the completion of controlled assessments school-wide, ensuring resource availability.
- Provide all staff with an events calendar.
- Determine the awarding body and specification for each examination.
- Ensure appropriate supervision levels are maintained.
- Standardize marking for internally assessed components.
- Ensure teachers understand their responsibilities and the awarding body's requirements for controlled assessments.
- Submit unit codes for controlled assessments to the Exams Office.

Teaching Staff will:

- Adhere to the JCQ *Instructions for Conducting Controlled Assessments* and awarding body specifications, including subject-specific guidance.
- Obtain and securely store confidential materials/tasks from awarding bodies in a timely manner to prepare for assessments.
- Supervise assessments at the required level of control, providing only permitted assistance as specified.
- Ensure candidates and supervising teachers sign authentication forms upon assessment completion.
- Mark internally assessed components using the awarding body's mark scheme.
- Securely retain candidates' work between sessions (if multiple sessions occur).
- Identify and assess students eligible for access arrangements, establishing their 'normal ways of working' and communicating these to the Exams Officer and Internal Verifier.

Exams Officer will:

- Receive, store, and transmit confidential materials securely, whether in digital or hard copy format.



- Obtain and securely store confidential materials/tasks from awarding bodies in advance of assessments.
- Distribute marksheets to teaching staff.
- Arrange alternative accommodation for controlled assessments if classroom delivery is not possible, as directed by the Senior Leadership Team.
- Retain candidates' work securely post-assessment until the deadline for enquiries about results, and longer if an enquiry or appeal is ongoing.
- Apply for access arrangements and collaborate with teaching staff to ensure support requirements are met (e.g., reader, scribe, invigilator).
- Submit marks to awarding bodies by deadlines, maintaining records of marks awarded.

Procedures

- Classroom display materials relevant to assessments will be covered during controlled assessments.
- Students absent for an assessment will be given an opportunity to make up the time, provided it aligns with specified time limits.
- For prolonged absences, special consideration guidance from the awarding body will be followed.
- If the designated Senior Leadership Team member overseeing examinations is unavailable, another suitably trained member familiar with the process will assume the role.

Appeals

Appeals against Internal Assessment of Work for External Qualifications

Ivel Valley School & College is committed to ensuring that internal assessments for external qualifications are conducted fairly, consistently, and in line with qualification specifications. Assessments are performed by staff with appropriate expertise and training, and evidence is authenticated per awarding body requirements. Internal and external moderation ensures marking consistency.

If a student believes this process has not been followed, they may appeal. Appeals address the assessment process, not the mark or grade submitted for moderation.

- Appeals must be submitted in writing by the candidate's parent or carer to the Exams Officer within two weeks of receiving results.
- The Exams Officer will investigate with two uninvolved staff members. If the Exams Officer is implicated or unavailable, the Headteacher will appoint a senior staff member to lead the investigation.
- The investigation will assess compliance with awarding body requirements and the examinations code of practice.
- The appellant will receive a written outcome, including correspondence with the awarding body and any procedural changes.
- The Headteacher will be informed, and the appeal logged as a complaint, with records available to the awarding body if requested. Irregularities will be reported to the awarding body.
- Post-internal assessment, awarding body moderation may adjust marks; this is beyond the school's control and outside this procedure.

Appeals against External Assessment Marks

If a candidate disputes an externally marked exam unit result (e.g., written exam, practical assessment), a clerical check or re-mark may be requested via the Exams Officer. The subject teacher or Head of Key



Stage, after consulting the candidate, will submit the request. Candidates must acknowledge that grades may remain unchanged, increase, or decrease, and cover associated fees. The school will decide whether to support the appeal, based on examination system knowledge and professional judgment.

Malpractice

Ivel Valley School & College is committed to upholding the integrity of assessments and examinations. Malpractice includes any act that compromises the validity, security, or fairness of an assessment process. Examples include plagiarism, collusion, unauthorized access to assessment materials, or failure to adhere to supervision requirements.

- **Prevention:** Staff will receive training on JCQ regulations and awarding body requirements to prevent malpractice. Candidates will be informed of rules, including permissible materials and conduct, prior to assessments.
- **Detection:** Teachers and invigilators will monitor assessments closely to identify irregularities. Any suspected malpractice will be documented, including details of the incident, individuals involved, and evidence (e.g., candidate work, witness statements).
- **Reporting:** The Exams Officer will report suspected malpractice to the relevant awarding body immediately, following their specific procedures. A full investigation will be conducted internally, led by the Senior Leadership Team, and findings shared with the awarding body.
- **Consequences:** If malpractice is confirmed, sanctions may include disqualification from the assessment or qualification, as determined by the awarding body. Candidates and parents/carers will be informed in writing of the outcome and any appeal rights.
- **Records:** All incidents of malpractice, investigations, and outcomes will be logged and retained until the deadline for reviews of marking or appeals has passed, or longer if required by the awarding body.

Emergencies

In emergencies (e.g., fire alarm, bomb alert), invigilators will:

- a. Halt candidates' writing.
 - b. Collect the attendance register and evacuate per authority instructions.
 - c. Instruct candidates to leave materials in the exam room and close answer booklets.
 - d. Ensure candidates exit silently.
 - e. Supervise candidates closely outside to prevent exam discussion.
 - f. Record the interruption's timing and duration.
 - g. Resume the exam, allowing remaining allotted time.
 - h. If few candidates are affected, consider relocating them with materials to complete the exam elsewhere.
- A detailed incident report will be filed. Breaches of security or malpractice will be reported to the awarding body immediately by the Exams Officer. Advice may be sought from the awarding body when safe. Special consideration applications will be submitted online if candidates are disadvantaged.

Contingency Plan

If exams cannot proceed as planned:

- Internally assessed Entry Level exams will be rescheduled, with parents/carers notified the same day.
- Externally assessed Level 1 & 2 exams will relocate to the main school site, feasible due to low student numbers at these levels.



- If the college site is unavailable long-term, exams will shift to the main site, scheduled to avoid disrupting lunchtimes. Rescheduling will be planned within 48 hours by the Exams Officer, Head of Centre, and Senior Leadership Team.
- JCQ (centresupport@jcq.org.uk) and Pearson (0344 463 2535) will be notified of Level 1 or 2 exam changes.
- Staff will be informed via email and verbally; parents, carers, and students via ParentMail and Class Dojo.

Conflicts of Interest

The Head of Centre will:

- Notify awarding bodies before entry deadlines of:
 - Staff taking qualifications at the centre with internally assessed components.
 - Staff teaching family members (including step-family, foster family, or close relations) or close friends' immediate family for qualifications with internally assessed components.
- Maintain records of:
 - Exams office staff with family or close relations entered for exams at this or other centres.
 - Staff taking qualifications at the centre without internally assessed components.
 - Staff taking qualifications elsewhere.
- Retain records of conflicts and mitigation measures until reviews of marking, appeals, or enquiries conclude.

Word Processor Use

Eligibility

Word processors may be used as a reasonable adjustment for students where:

- **Special Educational Needs (SEN):** The student has a formally recognized need (e.g., via an Education, Health and Care Plan [EHCP], diagnostic assessment, or teacher evidence) such as:
 - Physical disabilities affecting handwriting (e.g., dyspraxia, cerebral palsy).
 - Specific learning difficulties (e.g., dyslexia, dysgraphia).
 - Visual impairments requiring digital text.
- **Normal Way of Working:** The use of a word processor is the student's typical method of producing written work in class, as evidenced by teacher records or work samples.
- **Medical or Sensory Needs:** A student's condition (e.g., chronic pain, sensory processing issues) makes handwriting impractical or unduly fatiguing.

Eligibility will be determined by the KS4/5 leaders in collaboration with teaching staff and, where applicable, external professionals (e.g., occupational therapists).

Conditions of Use

To ensure fairness and compliance with examination standards, the following conditions apply:

Equipment:

- Word processors must be school-provided or approved devices (e.g., laptops, tablets). Personal devices are not permitted unless pre-approved and checked by the examinations officer.



- Devices must have:
 - A basic word processing program (e.g., Microsoft Word, Google Docs offline).
 - Spellcheck, grammar check, and predictive text disabled for English Writing assessments (unless explicitly permitted as a reasonable adjustment in an EHCP).
 - No internet access or external storage connectivity during the exam.
 - Calculators are permitted for Mathematics assessments where specified by the awarding body (e.g., non-calculator and calculator-allowed sections).

Assessment Integrity:

- **For English Reading and Mathematics:** Word processors may be used to type responses where handwriting is a barrier, but the knowledge, skills, and understanding assessed must not be altered (e.g., no additional aids beyond what is allowed).
- **For English Writing:** Spelling, punctuation, and grammar must be assessed without technological assistance unless specified in the student's EHCP as a reasonable adjustment.
- **For Speaking, Listening, and Communication (SLC):** Word processors are not applicable, as this component is oral.

Supervision:

- Invigilators will check devices before and after use to ensure compliance (e.g., no pre-loaded content, no unauthorized software).
- Students using word processors will be seated separately from those using pen and paper to avoid disruption, where practicable.

Printing and Submission:

- Responses must be printed immediately after the examination under invigilator supervision and attached to the student's examination script.
- Electronic copies must be securely deleted after printing, in line with data protection policies.

Application Process

- **Identification:** Teachers identify eligible students during the academic year based on their normal way of working and SEND documentation.
- **Approval:** The Examination Officer reviews and approves applications, documenting evidence (e.g., EHCP, medical reports, teacher observations).
- **Notification:** The Examinations Officer is informed at least 6 weeks prior to the examination date to arrange logistics.
- **Parental Consent:** Parents/guardians are informed of the arrangement and may provide input where relevant.

Exceptions and Appeals

- If a student is denied use of a word processor, they or their parent/guardian may appeal to the Headteacher within 5 working days, providing additional evidence.
- Exceptions may be granted on a case-by-case basis (e.g., sudden injury), subject to awarding body approval.

Legal Framework & Statutory Guidance

- Regulatory framework for national assessments: National Curriculum and Early Years Foundation Stage.



- Ofqual Handbook: Rules and guidance for qualifications.
- JCQ General Regulations for Approved Centres (<https://www.jcq.org.uk/exams-office/>).

Equalities and Inclusion

The school ensures all pupils can access assessments, providing reasonable adjustments, special considerations, or access arrangements as needed, regardless of protected characteristics, once they demonstrate the requisite knowledge. See JCQ Access Arrangements, Reasonable Adjustments and Special Consideration for details.

Safeguarding Implications

Safeguarding concerns take priority over assessment completion. The school will collaborate with awarding bodies to ensure equal access for all pupils, including those with safeguarding needs or under Child in Need/Child Protection plans.

Sustainability Implications

Ivel Valley School & College is committed to minimizing the environmental impact of its assessment and examination processes. Where possible, digital platforms will be used for distributing materials, submitting marks, and communicating with stakeholders to reduce paper usage. Physical resources, such as exam papers and scripts, will be stored efficiently and recycled after retention periods, in line with awarding body requirements. Contingency planning will prioritize local relocation to minimize travel-related emissions. Staff are encouraged to adopt sustainable practices, supporting the school's broader environmental goals while maintaining assessment integrity.