



KINGSDOWN SCHOOL

Exams Policy

Last reviewed on:	May 2025
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1. Introduction and aims

Kingsdown School is committed to ensuring that exams are managed and administered effectively.

The aim of this policy is to ensure:

- The planning and management of exams is conducted in the best interest of candidates
- Our system of exams administration is efficient and clear, and staff and pupils understand what is required and expected of them
- We comply with requirements and guidance set out by the Joint Council for Qualifications (JCQ) and awarding bodies

2. Roles and responsibilities

2.1 Everyone

Everyone involved in our exam processes, including staff and pupils, must read, understand and implement this policy.

2.2 Head of Centre

The Head of Centre:

Has overall responsibility for the school as an exams centre

- Is responsible for ensuring that all suspected or actual incidents of malpractice are reported, in line with the JCQ guidance on [suspected malpractice in examinations and assessments](#)
- Our Head of Centre is Emma Leigh-Bennett.

2.3 Exams Officer

The Exams Officer is responsible for the administration of exams. Along with administrative support, they:

- Manage the administration of internal and external exams
- Advise the senior leadership team (SLT), subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by awarding bodies
- Oversee the production and distribution of an annual calendar for all exams in which candidates will be involved, and communicate regularly with staff about imminent deadlines and events. This calendar must be provided to all staff and candidates
- Ensure that candidates and their parents are informed of, and understand, aspects of the exams timetable that will affect them
- Check with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines
- Provide and confirm detailed data on estimated entries
- Maintain systems and processes to support the timely entry of candidates for their exams
- Receive, check and securely store all exam papers and completed scripts, and ensure that scripts are dispatched as per the guidelines

- Administer access arrangements and make applications for special consideration following the regulations in the JCQ [guidance on the special consideration process](#)
- Identify and manage exam timetable clashes
- Account for income and expenditures relating to all exam costs/charges
- Line manage the relevant administrative staff and lead exams invigilators in organising the recruitment, induction, training, and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensure candidates' coursework/controlled assessment marks are submitted correctly and on schedule, along with any other material required by the awarding bodies
- Track, dispatch and store returned coursework/controlled assessments
- Arrange for dissemination of exam results and certificates to candidates, and forward, in consultation with the SLT, any post-results service requests
- Report all suspected or actual incidents of malpractice, in line with the JCQ guidance on suspected malpractice in examinations and assessments
- Advise on appeals and re-marks

Our Exams Officer is Gareth Coomber. If the Exams Officer is every absent during Exams then the Line Manager would take over responsibility.

2.4 Heads of Department

Heads of department are responsible for:

- Advising the Exams Officer of any changes to syllabus or assessment details for their subjects
- Advising the Exams Officer of entries for their subjects
- Guidance and pastoral care for candidates who are unsure about exams entries or amendments to entries
- Accurately completing entry and mark sheets, and adhering to deadlines as set by the Exams Officer
- Accurately completing coursework/controlled assessment mark sheets and declaration sheets
- Decisions on post-results procedures

2.5 Teachers

Teachers are responsible for:

- Supplying information about entries, coursework and controlled assessments as required by the head of department and/or the Exams Officer

2.6 Special educational needs co-ordinator (SENDCO)

The SENDCO is responsible for:

- Identifying and testing candidates' requirements for access arrangements and notifying the Exams Officer in good time so that they can put exam day arrangements in place
- Processing any necessary applications in order to gain approval
- Working with the Exams Officer to provide the access arrangements required by candidates in exam rooms

Our SENDCO is Lauren Clements (From Easter 24)

2.7 Lead Invigilator(s)

The lead Invigilator(s) are responsible for:

- Assisting the Exams Officer to run exams efficiently, according to JCQ regulations
- Collecting exam papers and other material from the exams office before the start of the exam
- Collecting all exam papers in the correct order at the end of the exam and ensuring they're returned to the exams office

2.8 Candidates

Candidates are responsible for:

- Confirming and signing entries
- Understanding coursework/controlled assessment regulations, and signing a declaration that confirms the coursework to be their own
- Ensuring they conduct themselves in all exams according to the JCQ regulations

3. Qualifications offered

The Senior Leadership Team decide the qualifications we offer.

We offer the following types of qualifications: GCSE, Entry Level, VCerts, OCR Cambridge Nationals and BTEC.

The subjects offered for these qualifications in any school year may be found on the school website.

If there will be a change to a specification and or examination board for the next year, the exams office must be informed by 1st September only after the decision has been signed off by SLT.

Informing the exams office of changes to a specification is the responsibility of heads of department.

Decisions on whether a candidate should be entered for a particular subject will be taken by the head of department in consultation with SLT

4. Exam series

Internal exams and assessments take place throughout the school year, and are detailed on the School Calendar.

External exams and assessments are scheduled in the following exam series:

November, January and June. The timing for each examination series must be decided by the Heads of Department and signed off by SLT.

Internal exams are held under external exam conditions.

SLT decides which exam series are used in the centre.

5. Exam timetables

Once confirmed, the Exams Officer will circulate the exam timetables for internal and/or external exams before each series begins.

6. Entries (including entry details and late entries)

Candidates or parents/carers cannot request subject entry, change of level or withdrawal.

We do not accept entries from private candidates.

We do not act as an exams centre for other organisations.

Entry deadlines are circulated to Heads of Department via email.

Heads of Department will provide estimated entry information to the Exams Officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline require authorisation, in writing, by SLT. The cost of which may be requested to be met by department budgets depending on the circumstances.

6.1 Re-sits

We do not allow re-sits for any qualifications unless permissions are sought in writing to SLT.

7. Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

The Exams Officer will publish the deadline for actions well in advance of each exams series.

We will not charge pupils to enter "prescribed public examinations" that we have prepared them for in school, however we reserve the right to charge the parents of candidates under the following circumstances:

- Exams or re-sits the pupil has not been prepared for at school, even if they are on the list of prescribed public examinations e.g. when a candidate is entered for an MFL qualification in their native language
- Exams not on the set list of prescribed public examinations
- A pupil, if they fail, without good reason, to complete the requirements of a public exam where the school originally paid the entry fee, e.g. when a candidate misses exams (without medical or other extenuating circumstances)
- Withdrawal from an exam (where charges would be applied by an exam board), if the parent requests withdrawal

8. Equalities

All our staff must ensure that they meet the requirements of any equality legislation.

We will comply with the legislation, including making reasonable adjustments to the service that we provide to candidates in accordance with the requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Head of Centre.

9. Access Arrangements

The SENDCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENDCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of the SENDCO.

Room arrangements for candidates using access arrangements will be organised by the Exams Officer.

Invigilation and support for candidates using access arrangements, as defined in the [JCQ access arrangements regulations](#), will be organised by the Exams Officer.

Kingsdown School agrees to provide all learners with the opportunity to achieve their full potential by the most appropriate and direct route.

The function of assessment is to:

- Focus on what a student can do and inform them of where they are currently working
- Decide on what the student needs to do next in order to achieve their assessment aim
- Sum up progress to date to inform third parties on progress

All students are assessed purely on the basis of coursework produced by their own hand and all have the equal potential to succeed. This is done by information sharing with the student on the basis of equality, diversity, clarity, consistency and openness. The centre operates a strict policy of inclusion and no student shall be disadvantaged on the basis of special educational needs, disability or any other factor.

The Centre Assessor is also the class teacher and therefore understands the demands and expectations of the assessment process. All students will follow a programme of study according to their ability which offers an appropriate level of challenge.

The Centre Moderator is an independent person who has not taught the student and is merely confirming that there is sufficient evidence within a portfolio to satisfy the assessment checklist requirements.

This policy is displayed on the school intranet and is made accessible to all staff, learners and relevant third parties.

- All students can expect appropriate induction on new courses and information sharing. All work will be marked and assessed consistently in line with the Standards with

Guidance. Any issues related to assessment decisions can be resolved in person to the class teacher, or in writing to the Centre Moderator.

- Special Examination Access Arrangements will be adhered to and students will be permitted to work as they would normally in a mainstream class. Special Consideration on the basis of disability will be given in line with the school Equality and Diversity Policy.

10. Contingency planning

This plan complies with the Joint Council for Qualifications (JCQ) General Regulations for Approved Centres, which require all exam centres to have a written examination contingency plan/examinations policy.

10.1 Responsibilities

10.1.1 Head of Centre

The Head of Centre is the Headteacher. They will ensure that a written examination contingency plan/examinations policy is in place which covers all aspects of examination administration.

10.1.2 Staff and invigilators

Staff and invigilators involved in the centre's exam process are responsible for reading, understanding and implementing the contingency plan.

10.2 Monitoring arrangements

This policy will be reviewed by SLT every year in January. At every review, the policy will be shared with the governing board.

10.3 Contingency plan

Scenario	When to implement	Actions	Person(s) responsible
Disruption of teaching time – centre is closed for an extended period	When the centre is closed and candidates are unable to attend for an extended period during normal teaching or supported study time, interrupting the provision of normal teaching and learning	Seek advice from awarding organisations and JCQ Communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this Have a contingency plan to facilitate alternative methods of learning, alternative venues or both	Head of Centre Assistant Headteacher Exams Officer

		Prioritise candidates who will be facing examinations shortly Advise candidates, where appropriate, to sit examinations in the next available series	
Candidates unable to take examinations because of a crisis – centre remains open	In the event that candidates are unable to attend examination centres to take examinations as normal e.g. sickness bug	Communicate with relevant awarding organisations at the outset to make them aware of the issue. Also communicate with parents, carers and candidates regarding solutions to the issue Liaise with candidates to identify whether the examination can be sat at an alternative venue in agreement with relevant awarding organisations Offer candidates an opportunity to sit any examinations missed at the next available series Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements	Exams Officer
Centre is unable to open as normal during the examination period	In the event that the centre is unable to open as normal for scheduled examinations, e.g. a fire at the centre forces it to close	Inform relevant awarding organisations as soon as possible Refer to emergency plans and/or health and safety policy, where appropriate Open for examinations and examination candidates only, if possible	Head of Centre Assistant Headteacher

		Use alternative venues in agreement with relevant awarding organisations Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements Offer candidates an opportunity to sit any examinations missed at the next available series, if possible	
Disruption in the distribution of examination papers	In the event that there is disruption to the distribution of examination papers to centres in advance of examinations	Communicate with awarding organisations to organise alternative delivery of papers Arrange with exam boards for alternative means of receiving papers, e.g. electronically or alternative courier	Exams Officer
Disruption to the transportation of completed examination scripts	In the event that there is a delay in normal collection arrangements for completed examination scripts	Seek advice from awarding organisations and their normal collection agency regarding collection Only make alternative arrangements after approval from awarding organisation and make sure papers are securely stored until collection	Exams Officer
Assessment evidence is not available to be marked	In the event of large-scale damage to, or destruction of, completed examination scripts or assessment evidence before it can be marked, e.g. a fire at the centre	Communicate this immediately to the relevant awarding organisation(s), candidates and their parents or carers	Exams Officer

	destroys completed examination scripts		
Centre is unable to distribute results as normal	In the event that the centre is unable to access or manage the distribution of results to candidates	Contact awarding organisations about alternative options Make arrangements to access results at an alternative site Share facilities with other schools/colleges if possible	Head of Centre Assistant Headteacher
Evacuation of an exam venue is required during an examination	If candidates are in the process of an examination (which begins when candidates enter the exam room at the start of the exam) and an evacuation is necessary as a result of an emergency such as a fire alarm or a bomb alert.	The invigilator must take the following action Stop the candidates from writing. Collect the attendance register (in order to ensure all candidates are present). Evacuate the examination room and instruct all candidates to line up on the Basketball Courts outside of F Block. Advise candidates to leave all question papers and scripts in the examination room. Candidates must be advised to close their answer booklet. Candidates should leave the room in silence. Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination.	Lead Invigilator Exam Invigilators

		Make a note of the time of the interruption and how long it lasted. Allow the candidates the full 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.	
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11. Estimated grades

Heads of Department are responsible for submitting estimated grades to the Exams Officer when requested.

12. Managing Invigilators

External staff will be used to invigilate examinations.

These invigilators will be used for internal exams and external exams.

All schools continue with:

Recruitment of invigilators is the responsibility of the Exams Officer.

If invigilators require Disclosure and Barring Service (DBS) checks, HR are responsible for obtaining these.

DBS fees are paid by the centre.

Invigilators' rates of pay are set by the School Business Manager.

Invigilators are recruited, timetabled, trained and briefed by the Exams Officer.

13. Malpractice

The Head of Centre, in consultation with the Exams Officer, is responsible for ensuring that suspected malpractice is thoroughly investigated.

14. Exam days

The Exams Officer will:

- Book all exam rooms (after liaising with other relevant users)
- Make question papers, exam stationery and materials available for the invigilator

Site management staff are responsible for setting up the allocated rooms, and will be advised of requirements at least 5 days in advance.

The invigilators will start and finish all exams in accordance with [JCQ guidelines](#).

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with [JCQ guidelines](#).

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to Heads of Department in accordance with JCQ's recommendations and no later than 36 hours after candidates have completed them.

After an exam, the Exams Officer will arrange for the safe dispatch of completed exam scripts to awarding bodies, working in conjunction with invigilators.

15. Candidates

The Exams Officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Heads of Department.

Our published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and we accept no liability for their loss or damage.

In an exam room, candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationary list, or the specification for that subject.

This is particularly true of mobile phones, smart watches and other electronic devices with text or digital facilities.

Any precluded items must not be taken into the exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer.

Candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day.

15.1 Clash candidates

The Exams Officer will be responsible for making arrangements for clash candidates, including:

- Supervising escorts
- Identifying a secure venue
- Arranging overnight stays where necessary

16. Special consideration

If a candidate is unable to attend an exam because of illness, bereavement, or other trauma, or if a candidate becomes ill or otherwise disadvantaged during an exam, they are responsible for alerting the Exams Officer or to that effect.

The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam.

The Exams Officer will make a special consideration application to the relevant awarding body within 5 days of the exam.

17. Internal assessment

It is the duty of Heads of Department to ensure that all internal assessment is ready for dispatch at the correct time. The Exams Officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for internally assessed work are provided to the exams office by Heads of Department. The Exams Officer will inform staff of the deadline date for appeals against internal assessments.

Any appeals will be dealt with in accordance with our internal appeals procedure document.

18. Results and certificates

Candidates will receive individual results slips on results days in person at school.

The results slip will be in the form of a centre-produced document.

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

The provision of the necessary staff on results days is the responsibility of the SLT.

Dates of results days each year will be publicised for all candidates through the school website.

18.1 Enquiries about results (EARs)

EARs may be requested by centre staff or the candidate following the release of results.

A request for a re-mark or clerical check requires the written consent of the candidate. A request for a re-moderation of internally assessed work may be submitted without the consent of a group of candidates.

Where the request is made by the school, the cost of EARs will be paid by the centre.

All decisions about whether to make an application for an EAR will be made by heads of department.

If a candidate's request for an EAR is not supported, the candidate may appeal and we will respond by following the process in our internal appeals procedure document.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

18.2 Access to scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 14 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained in writing.

Applications for EARs cannot be submitted once an original script has been returned.

The Exams Officer is responsible for processing requests for ATS.

The cost of ATS will be paid by the centre.

19. Word Processing in Exams

Kingsdown School values good handwriting and imposes high standards on presentation of work, and expects that most students will hand write in exams. It has however made a conscious policy and strategic decision to introduce Word Processors as a normal way of accessing and recording work in class across the whole school. Every student therefore uses a Word Processor in their every day education alongside the written word.

However, there are exceptional circumstances, as identified by the school, where students may benefit from using a Word Processor in exams and in these cases the school will allow use of a Word Processor for note-making in class, for homework, and for internal and public examinations.

The School will allow students to use Word Processors in exams when they meet one or more of the following criteria:-

- The student has a specific learning difficulty/disability (such as dyslexia, dyspraxia, ASD) limiting or impeding their ability to process or disseminate information.
- The student has a physical difficulty/medical condition (such as hypermobility);
- The student has very poor handwriting skills and would lose marks due to the examiner finding his/her answers otherwise illegible (approved by the SenDCo).

All students considered eligible for using a Word Processor for Desktop Computer for their exam must be formally assessed by the qualified SENDCo and have been approved by the relevant examining awards body prior to the exam taking place. Any teacher who has concerns about a candidate's ability to hand write assessments should refer them to the SENDCo for a formal assessment.

Students permitted to use Word Processors in public exams (ie GCSEs) must have been using a Word Processor as their normal way of working for classwork, home learning, and assessments. Under normal conditions a Word Processor would only be considered in certain subjects. These include (but are not restricted to) English Language, English Literature, History, Geography, Religious Studies, Classics, Health and Social Care, Business Studies, Sports Studies.

Subjects such as Mathematics, Science, Design Technology inc (Resistant Materials, Textiles or Food Technology), Art, Music, Dance, I-Media, Computer Science, ICT would not normally be expected to require the support of a Word Processor. Exceptions to this

must be approved by the Qualified Assessing Leader (SENDCo) and authorised through the relevant examination body in advance of the exam taking place.

A student may also use a Word Processor on a temporary basis as a consequence of a temporary injury.

No student may be assessed as authorised to use a Word Processor purely on the grounds that it enhances their own performance to a level that could be considered an advantage over other students in the same exam.

Students who have permission to use a Word Processor in class will have such equipment provided for them for use in school and the school will provide Word Processors for use in internal exams and public exams.

Students using a Word Processor/Desktop during exams will be issued with unique specific Exam logons and will use “restricted access Google Docs” with spell check and grammar corrections systems disabled to type their answers.

Any student found to be using any unauthorised program or system may be liable to be removed from the exam and no grade or exam paper entered.

At the conclusion of each exam the lead invigilator will then ask the students to “hand in” their exam work through the restricted intranet system. This work is then only accessible by the school's Exams Officer and their designated person who will print the relevant work and attach it to the official exams paper before dispatching to the exam board for processing.

Each of the individual's completed work will be complete with the candidate's details and the examination's code and title in order to maintain its unique identity.

20. Appeals against internally assessed marks (GCSE Controlled Assessment)

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Kingsdown 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.

If a candidate believes that this may not have happened in relation to his/her work, s/he may make use of this appeals procedure. NB : an appeal may only be made against the assessment process and not against the mark submitted to the awarding body.

- Appeals should be made as early as possible, and no later than two weeks before the last timetabled examination in the series (e.g the last GCSE written paper in the June GCSE examination series).
- Appeals must be made in writing by the candidate's parent/carer to the examinations officer.

- The head of centre will appoint a senior member of staff, ie. an Assistant Headteacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject specific associated documents.
- The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the internal assessment procedures.
- The outcome of the appeal will be known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.

After candidate's work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Kingsdown School and is not covered by this procedure.

20. Monitoring and review

The Assistant Headteacher in partnership with the Exams Officer are responsible for ensuring that this policy is reviewed every year.

Signed by :

Emma Leigh-Bennett
Headteacher

Signed by :

Vanessa Edwards
Chair of Governors

Date : 19th May 2025

Date : 19th May 2025

EXAMS RISK MANAGEMENT PROCESS

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	Responsible : Heads of Department Assistant Headteacher
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course Controlled Assessment Calendar used to give an overview	Space controlled assessments to allow candidates sometime between them	Heads of Department Assistant Headteacher
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary. Liaise with Exams Officer for any necessary Room change requirements and Special Arrangements.	Class teacher Heads of Department Assistant Headteacher
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		Class teacher Heads of Department Assistant Headteacher

Example 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 in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment. Confirm receipt prior to examination.	Class Teacher Heads of Department Assistant Headteacher
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	Heads of Department Assistant Headteacher
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	Heads of Department Assistant Headteacher
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	Liaise with Cover Manager regarding the planning of suitable Time, Resources and facilities.	Class Teacher Heads of Department Assistant Headteacher

Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Heads of Department Assistant Headteacher
Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	Class teacher Heads of Department Assistant Headteacher
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	Staff training at the start of the Academic Year within each Subject Area. Complete Training Record Document and retain on file for 12 months.	Heads of Department Assistant Headteacher
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Subject Leader/Director of Learning to communicate this with the Exams Officer at the start of the academic year to allow for planning	Heads of Department Assistant Headteacher

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	Heads of Department Assistant Headteacher
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Heads of Department Assistant Headteacher
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security and that suitable facilities and checks are available and in place.	Contact the awarding body to request/obtain different assessment tasks	Class Teacher Heads of Department Assistant Headteacher
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body. Where applicable work to be kept in secure storage area within the Exams Office.	Class Teacher Heads of Department Assistant Headteacher
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Heads of Department Assistant Headteacher

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

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them. Plan in suitable contingency time and cover needs with the Cover Manager to complete on time.	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Class teacher Heads of Department Assistant Headteacher
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body. Exams Officer to track correct timescales and to liaise with Directors of Learning for compliance.	Class teacher Heads of Department Assistant Headteacher
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed.	Class teacher Heads of Department Assistant Headteacher
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature. Ensure authentication forms are signed as work is marked.	Class teacher Heads of Department Assistant Headteacher

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practising of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Class teacher Heads of Department Assistant Headteacher
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Heads of Department Assistant Headteacher