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# The King's C of E School

## Exams Policy

### **Mission Statement**

#### **'Aspire, Believe and Achieve Together'**

So that all members of the School community can...

- Learn and worship in the name of God - Father, Son and Holy Spirit - revealed in the life, death and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adults – developing their vision, faith, ambition and aspirations.
- Develop a resilience and inner strength to overcome life challenges.
- Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- Develop thinking skills and transferable skills, working in partnership to become life-long learners.

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.

This exam policy will be reviewed every two years.

This exam policy will be reviewed by the head of centre, vice principal, curriculum team leaders, exams officer and the governors.

## **1. Exam responsibilities**

Head of Centre / Principal

Overall responsibility for the school/college as an exam centre:

- ☐ advises on appeals and re-marks
- ☐ the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

## Exams Officer

Manages the administration of public and internal exams:

- ☐ advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- ☐ oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ☐ ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- ☐ consults with teaching staff to ensure that necessary coursework/controlled assessment is completed on time and in accordance with JCQ guidelines
- ☐ provides and confirms detailed data on estimated entries
- ☐ receives, checks and stores securely all exam papers and completed scripts
- ☐ administers applications for Access Arrangements and for Special Consideration using the JCQ *Access arrangements and special considerations regulations and Guidance relating to candidates who are eligible for adjustments in examinations*
- ☐ identifies and manages exam timetable clashes
- ☐ accounts for income and expenditures relating to all exam costs/charges
- ☐ manages the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- ☐ submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- ☐ arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- ☐ maintains systems and processes to support the timely entry of candidates for their exams.

## Deputy Head / Vice Principal

- ☐ Organisation of teaching and learning.
- ☐ External validation of courses followed at key stage 4 / post-16.
- ☐ Manage the set up and running of exams during exam seasons, with the assistance of the lead invigilator.

### Curriculum Team Leaders

- ☒ Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- ☒ Involvement in post-results procedures.
- ☒ Accurate completion of coursework mark sheets and declaration sheets.
- ☒ Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.

### Teachers

- ☒ Notification of access arrangements (as soon as possible after the start of the course).
- ☒ Submission of candidate names to heads of department / faculty.

### AENCO

- ☒ Administration of Access Arrangements.
- ☒ Identification and testing of candidates' requirements for access arrangements and the collation of evidence.
- ☒ Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

### Lead Invigilator/Invigilators

- ☒ Collection (if applicable) of exam papers and other material from the exams office before the start of the exam.
- ☒ Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- Work under the direction of the Exams Manager

### Candidates

- ☒ Confirmation and signing of entries.
- ☒ Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

### Administrative staff

- ☒ Support the input of data.

☒ Invigilation as and when required.

## **2. The qualifications offered**

The qualifications offered at this centre are decided by the head of centre, vice principal and the curriculum team leaders.

The qualifications widely offered are GCSE, AS levels, A levels, BTEC plus Functional Skills in Maths

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by the end of September each academic year in preparation for informing exam boards of estimated entries.

At key stage 4

All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

At post-16

It is expected that AS qualifications will be completed during year 12.

## **3. Exam seasons and timetables**

### 3.1 Exam seasons

Internal exams are scheduled in November and March.

External exams are scheduled in November, January and May/June.

Online exams and Btec Assessment exams are booked on an adhoc basis.

All internal exams are held under external exam conditions.

The Principal, vice principal and the curriculum team leaders decide which exam series are used in the centre

### 3.2 Timetables

The exams officer will circulate the exam timetables for both external and internal exams once these are confirmed.

## **4. Entries, entry details, late entries and retakes**

### 4.1 Entries

Candidates are selected for their exam entries by the curriculum team leaders and the subject teachers.

A candidate or parent/carer can request a subject entry, change of level or withdrawal.

The centre accepts external entries from former candidates only.

### 4.2 BTEC Registration and Certification – See Appendix 2

### 4.3 Late entries

Entry deadlines are circulated to curriculum team leaders via internal e-mail and the school calendar.

Late entries are authorised by curriculum team leaders and exams officer.

### 4.4 Retakes

Retake decisions will be made in consultation with the candidates, the Principal, subject teachers, exams officer and the curriculum team leaders.

(See also section 5: Exam fees)

## **5. Exam fees**

GCSE entry exam fees are paid by the centre.

AS entry exam fees are paid by the centre.

A2 entry exam fees are paid by the centre.

BTEC registration fees are paid by the centre.

Late entry or amendment fees are paid by the centre.

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.

Reimbursement may be sought from candidates who fail to sit an exam or meet the necessary coursework requirements.

Retake fees for first and any subsequent retakes at GCSE are not paid for by the candidates if departments recommend them and agreed by the Business Manager/Exams Officer. At AS and A2 retakes are paid for by candidates. Pupil Premium students may be given special consideration for fees.

(See also section 4.4: Retakes)

Candidates must pay the fee for an enquiry about a result, should the centre not uphold the enquiry and the candidate insist on pursuing the enquiry.

(See also section 11.2: Enquiries about results [EARs])

## **6. The Equality Act 2010 (replaces Disability Discrimination Act 1995)**

### 6.1 The Equality Act

The Equality Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law. See Disability Policy – Exams.

The Equality Act 2010 definition of disability is usually considered in terms of:

- Identifying a physical or mental impairment
- Looking for adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long term adverse effects on normal day to day activities.

### 6.2 Additional educational needs

A candidate's access arrangement requirements are determined by the AENCO, doctor and the educational psychologist / specialist teacher.

The AENCO and exams officer will inform curriculum team leaders of any access arrangements that individual candidates may be granted during their courses and in their exams.

### 6.3 Access arrangements

Making access arrangements for candidates to take exams is the responsibility of the AENCO and the exams officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the exams officer.

Rooming for access arrangement candidates will be arranged by the AENCO with the exams officer.

Invigilation and support for access arrangement candidates will be organised by the AENCO with the exams officer.

## **7. Estimated grades**

The curriculum team leaders will submit estimated grades to the exams officer when requested by the exams officer



## **8. Managing invigilators and exam days**

### 8.1 Managing invigilators

External and internal invigilators will be used for exam supervision. They will be used for all external exams.

The recruitment of invigilators is the responsibility of the centre administration.

Securing the necessary Data Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the centre administration.

### 8.2 Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The exams officer/SLT or lead invigilator will start all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with the identification and organisation of candidates but must not advise on which questions are to be attempted. Desk names and numbers will be on each desk for assisting in identification.

In practical exams subject teachers may be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room. Papers will be distributed to curriculum team leaders as soon as possible after the end of the exam session

## **9. Candidates, clash candidates and special consideration**

### 9.1 Candidates

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return

to the exam room, in which case a member of staff or invigilator must accompany them.

The exams officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

## 9.2 Clash candidates

The exams officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging supervision.

## 9.3 Special consideration

Should a candidate be too ill to sit an exam, suffer bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the centre, or the exams officer, to that effect.

Any special consideration claim must be supported by appropriate evidence within five days of the exam, for example a letter from the candidate's doctor.

The exams officer will then forward a completed special consideration form/online application to the relevant awarding body within seven days of the last exam in the subject.

## 9.4 Word Processors

No evidence is needed to support the use of word processors, whether it be on a temporary basis or the consequence of an injury. Word processors can be provided with the spelling and grammar check facility disabled where it is their normal way of working within the centre. They can also be used in non-examination assessment components unless prohibited by the specification. A word processor will not be granted simply because the student wants to type rather than write and examination or can work faster on a keyboard or because they use a lap top at home

## 9.5 Candidates arriving late for examinations

A candidate arriving late for the exam will be allowed to sit the exam, the invigilator should make a separate note on the board of their start time allowing them the full time allocation to finish. A reason for lateness should be ascertained from the student upon completion and advise the Exams Officer.

A candidate arriving very late (more than one hour after the published start time) will be allowed to sit the exam, but should be warned that the exam board may not accept their exam paper. The full time will be allocated. The invigilator will need to complete a JCQ/VLA form, this is then held by the Exams Officer. If the student arrives once the exam has finished, they can complete the paper, if they can prove they've had no contact with candidates who sat the paper. The exam board will then decide if they accept the paper.

## 9.6 Candidates who are absent for examinations

If a candidate is missing from the exam, and has not made contact with the receptionist or the exams officer, will then receive a phone call home asking the whereabouts of the

student. If the student is unwell and unable to attend, they will be advised to get a Doctor's note to enable Special Considerations to be applied for.

If the candidate does not turn up for the examination they will be marked absent and parents notified.

### 9.7 Separate Invigilation

Candidates who require separate will be sited in rooms close to the exams officer. They will be candidates who:

- Have medical/physical needs
- Special considerations
- Scribe/reader
- Or classed as disruptive to other students (ie. excluded students)

## 10. Coursework and Controlled Assessment and appeals against internal assessments

### 10.1 GCE and GCSE Coursework and Controlled Assessment

Candidates who have to prepare portfolios should do so by the end of the course or centre-defined date.

Curriculum Team Leaders will ensure all coursework is ready for despatch at the correct time and the exams officer will keep a record of what has been sent when and to whom. Retain candidates work securely between assessment sessions. Please refer to Appendix 4 for controlled assessment responsibilities and risk factors.

Marks for all internally assessed work are uploaded to the relevant exam boards by curriculum team leaders.

### 10.2 Appeals against internal assessments

The centre is obliged to publish a separate procedure on this subject, which can be found in Appendix 1.

The main points are:

- appeals will only be entertained if they apply to the process leading to an assessment.
- candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- Any review must be undertaken before marks are submitted to the awarding body. Sufficient time must be given to candidates in order to allow them to review copies of the material, as necessary and reach a decision.

- ☐ appeals should be made in writing no more than fourteen days after the coursework deadline to the head of centre (or other nominee) who will decide whether the process used conformed to the necessary requirements
- ☐ the head of centre's findings will be notified in writing, copied to the exams officer and recorded for awarding body inspection.

10.3 BTEC Malpractice Policy – See Appendix 3

## **11. Results, enquiries about results (EARs) and access to scripts (ATS)**

### 11.1 Results

Candidates will receive individual results slips on results days in person at the centre / by post to their home/other addresses (candidates to inform exams officer in advance).

Arrangements for the school to be open on results days are made by the head of centre.

The provision of staff on results days is the responsibility of the head of centre.

The centre aggregates at the end of year 12 for AS grades.

### 11.2 EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged. (See section 5: Exam fees)

### 11.3 ATS

After the release of results, candidates may ask subject staff to request the return of papers, usually at the candidate's expense.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and the cost will be met by the centre.

If a result is queried, the exams officer, teaching staff and head of centre will investigate the feasibility of asking for a re-mark at the centre's expense.

GCSE re-marks cannot be applied for once a script has been returned.

## **12. Certificates**

Certificates are presented in person and posted (recorded delivery).

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so.

Certificates may be withheld from candidates who owe fees.

The centre retains certificates for one year, as per JCQ guidelines.

### **13. Examinations Emergency Contingency Plan**

During a period of absence by the Examinations Manager, duties will be carried out by the Assistant Principal.

In the absence of the Assistant Principal a designated member of SLT staff will be used to run examinations.

If both Examinations Manager, Assistant Principal and Vice Principal are absent, administrative duties will be carried out by Data Assistant and running of exams will be done by SLT.

A Red folder can be found on Data Manager/Exams Manager desk – Emergency Examinations Procedures and Policies. This gives an exams key date's calendar for the whole academic year.

See Exam Contingency Plan 2017 – 2018.

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**Head of centre**

James Ludlow

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**Exams Manager**

Angela Arnold

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Date 15<sup>th</sup> January 2018

# APPENDIX 1

## THE KING'S C.E. SCHOOL

### ARRANGEMENTS FOR APPEALS ABOUT INTERNAL ASSESSMENT DECISIONS

In accordance with the internal appeals principles and guidance produced by the Joint Council for Qualifications (JCQ), The King's C.E. School will ensure that:

- Internal assessments are conducted by staff who have the required knowledge, understanding and skills.
- Material for assessment produced by candidates is marked according to the requirements of the relevant subject specification.
- The consistency of internal assessment is assured through internal standardisation as indicated by the relevant Awarding Body.
- Staff responsible for internal standardisation and/or assessment must attend any compulsory training sessions organised by the Awarding Bodies.

Appeals may be lodged on the grounds that in the assessment or marking, the stipulated assessment procedure was not followed. Any student or parent wishing to appeal against the procedures used in internal assessment should contact the Examinations Officer, Mr D.Webb, to discuss the appeal. A written appeal must be received by the School no more than fourteen days after the deadline for internal assessment marks to be sent to the relevant Awarding Body.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by the Examinations Officer and the Curriculum Team Leader for the particular subject area. The appellant will be informed in writing of the outcome of the appeal. If the appellant is not satisfied with the decision, a further appeal may be made to the Principal within seven normal working days, stating the grounds of the appeal.

### ENQUIRIES ABOUT RESULTS

Each Awarding Body publishes procedures for appeals against its decisions and Mr. Webb will be able to advise pupils and parents regarding these procedures. If you wish to appeal against a grade or result of an external examination, you will be required to sign the relevant proforma to indicate that you realise that your mark may go down as well as up. The appeal must be lodged through the School and a fee, set by the relevant Awarding Body, must be paid before the School will proceed. This fee will be refunded should the appeal result in a change of grade.

## APPENDIX 2

### **BTEC REGISTRATION AND CERTIFICATION**

#### **REGISTRATION**

When learners have enrolled onto an approved Edexcel programme, they must then be formally registered with Edexcel so that achievement can be reported and awards issued.

Learners from our consortium schools who are enrolled on a course at King's School will also have to be formally registered at their home centres.

Curriculum Team Leaders must ensure that all registration data has been received by the Exams Officer well in advance of the Edexcel deadline of NOVEMBER 1<sup>st</sup> of the relevant academic year.

If any learners drop out from academic year programmes in the first term without completing a unit, it is possible to obtain a refund of the registration fee. Edexcel will accept all requests for deletion of learners and refunds provided they are notified in writing by JANUARY 31<sup>st</sup> of the relevant academic year.

#### **CERTIFICATION**

Student success and a recommendation for a final award is reported through Edexcel online.

Curriculum team leaders must ensure that all student unit grades have been received by the Exams Officer by early July for transmission to Edexcel. In the case of Level 3 students who have applied to UCAS for entry to higher education courses, it is important that all their results have been reported to Edexcel by July 5<sup>th</sup>.

### THE KINGS SCHOOL

#### BTEC/ESOL MALPRACTICE POLICY.

Assessors must ask learners to declare that their work is their own, for example:

- ☐ For internally assessed units, assessors are responsible for checking the validity of the learner's work.
- ☐ During the induction period learners are informed of the Centre's policies on malpractice and the penalties for attempted or actual malpractice.

The School have introduced procedures for assessing work in ways that reduces or identifies malpractice. These procedures may include:

- ☐ Periods of supervision when learners are providing evidence for assignments or coursework.
- ☐ Altering assignments on a regular basis.
- ☐ Use of oral questioning to ascertain understanding.
- ☐ Assessors getting to know their learner's style and abilities.
- ☐ Ensure access controls are installed to prevent access to other people's work on the school network.

#### Examples of Learner Malpractice

- ☐ Plagiarism
- ☐ Collusion
- ☐ Impersonation
- ☐ Fabrication of results/evidence
- ☐ Cheating.

#### Examples of Centre Staff Malpractice

- ☐ Failing to keep to mark schemes
- ☐ Alteration of marks
- ☐ Alteration of assess and grading criteria
- ☐ Assisting learner's to influence outcomes of assessment
- ☐ Falsifying witness statements
- ☐ Allowing learners to submit work that is not their own
- ☐ Misuse of special learner requirements e.g. amanuensis
- ☐ Fraudulent certificate claims



### Discovering Malpractice

Any learner or member of staff must report any suspected malpractice to the Quality Nominee/Programme Manager. She/he will carry out an investigation into the allegations of malpractice who will inform the Principal and Chair of the Governing Body.

The alleged incident will then be reported to Edexcel at the earliest opportunity.

## APPENDIX 4

### CONTROLLED ASSESSMENT RISK POLICY GCE & GCSE

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
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	Exams Mgr
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	Staff to notify Exams Mgr to compile dates
<b>Accommodation</b>			
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	CLT notifying timetable for room availability
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		CLT

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Downloading awarding body set tasks</b>			
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	Exams Mgr and ICT staff
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	Exams Mgr and CTL
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	CTL and Exams Mgr
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		CTL

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Control levels for task taking</b>			
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	CTL and Exams Mgr
<b>Supervision</b>			
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	CTL
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		CTL and Exams Mgr
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> 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		Exams Mgr with CTL

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Task setting</b>			
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	CTL
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	CTL and Exams Mgr
<b>Security of materials</b>			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	<i>CTL and Exams Mgr</i>
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	CTL and Exams Mgr
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	CTL and Exams Mgr

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	CTL and Exams Mgr
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	CTL, Exams Mgr and Headteacher
<b>Authentication</b>			
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	CTL and Exams Mgr
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	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	CTL and Exams Mgr

	requirement of a signature		

Example risks and issues	Possible remedial action		Staff
	Forward planning	Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking  Plan for sampling of marking during the practice phase	Arrange for re-marking  Consult the awarding body's specification for appropriate procedures	Exams Mgr, CTL and 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	CTL, Exams Mgr and Headteacher