



'Qu'on leur enseigne ce qui est nécessaire pour vivre'

At St Julie's Catholic High School, the Governing Body, the Headteacher and all staff provide a safe, secure yet challenging and inspiring environment where every student is encouraged to aim for the highest standards of achievement and success in whatever he or she does. We encourage all students to embrace the many varied learning opportunities that are provided both in the classroom and outside it whilst developing an enthusiasm for learning that remains with them for life. The curriculum supports the aims of the school and the mission of St Julie's words 'to serve the Good God well, with much liberty of spirit'.

What curriculum do we offer?

All students have access to a broad and balanced range of courses relevant to their needs. The curriculum fulfils the legal requirements of the National Curriculum and RE, with pathways developed at both Key Stages 4 and 5, to offer a more personalised curriculum that is student focused and flexible. The curriculum promotes the differentiation of learning and teaching through the setting of students according to ability, supporting the least able whilst stretching and challenging the most able. In some courses students are taught in mixed-ability teaching groups across Key Stages 3 and 4.

Students begin their GCSEs in Year 9 to support the rigour of reformed GCSEs and the development of a mastery curriculum in preparation for linear examinations at the end of Year 11. Not all students have access to a full suite of GCSEs based against their prior attainment and current progress. This decision is supported during the Year 8 Options process and individual meetings with parents/carers and students. Additional support is offered to students to support their study skills, literacy and numeracy.

In addition to the taught curriculum there is an extensive range of extra-curricular activities (clubs, study visits, enrichment programmes and charity projects) and other planned experiences to enhance the curriculum offer and to make learning at St Julie's Catholic High School memorable, enjoyable and successful.

Why do we offer this curriculum?

- To prepare students for all aspects of life whilst at school and when they leave,
- To foster a life-long love of learning,
- To develop the "whole" student,
- To develop high written and spoken standards in literacy, numeracy and communication in all forms,
- To stimulate creativity, confidence and independence,
- To encourage the development of every student as an international citizen,
- To develop moral values which encourage both personal and social responsibility.

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How is the curriculum managed?

Programmes of study and schemes of learning are developed and managed by the Headship Curriculum Development Team who meet on a half termly basis to review the requirements for the following year. This team comprises the Headteacher and Deputy Headteacher KS4/KS5. The team's responsibility is to ensure there is a strategic direction for the curriculum year on year.

Curriculum Leaders and Heads of Lower, Middle and Upper school support the strategic direction of the curriculum by supporting and leading in the following areas:

- Ability profiles across all Key Stages,
- Available resources,
- Monitoring of student progress and targets,
- Effective differentiation,
- Associated whole school policies (Learning and Teaching, Most Able, SEN)
- Preparation for public examinations.

Curriculum Leaders have the lead role in managing curriculum developments within subject areas and are supported by the Leadership team to embrace new practices that bring innovative curriculum design. Curriculum Leaders have regular "Keeping in Touch" (KIT) meetings with line managers. Curriculum Leaders and their teams provide additional targeted support to key groups of students to ensure effective preparation for public examinations. Intervention strategies are shared at Curriculum Leaders' meetings to develop whole school approaches and to share good practice.

The curriculum responds to the needs and aspirations of students. The curriculum provides the broadest choice of options that is possible at Key Stages 4 and 5, ensuring progression to career opportunities and further / higher education.

The active participation of parents and carers as partners in the education of their children is central to the successful implementation of the curriculum policy. Staff engage in effective dialogue with parents and carers to ensure that their involvement in the learning process is positive and supports the learning experience of the student.

There is also a requirement to deliver a curriculum that provides value for money, ensuring sensible and economic use of the financial resources of the school.

Key Stage 4 Curriculum

All students follow a core curriculum offer and option choices are supported with clear advice and guidance via the Key Stage team. All Year 8 attend a careers interview to support them in making appropriate choices for study at KS4. The recommended options are determined by KS2 prior attainment, current school data for each student, pastoral needs and career aspirations.

The aim of the curriculum model is to:

- Develop motivated and engaged learners
- Enable flexibility and meets the needs of all students
- Ensure smooth progression from Key Stage 4 to Key Stage 5 and beyond
- Encourage more young people to continue into Further and Higher Education
- Develop confident individuals who are able to live safe, healthy and fulfilling lives

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Each year the curriculum is reviewed so that we cater for all students in the most effective way. This would also include a number of students following a reduced number of options to support their learning and progress across all subjects.

Key Stage 5 Curriculum

All students from Year 11 who apply to St Julie's are offered a place in Sixth Form for courses, subject to viability and the Governors' Entry Requirements. It is essential that each student is coursed correctly in line with their prior attainment in relation to their GCSE grades and vocational or academic pathways. Clear pathways ensure smooth progression between Key Stages and beyond. The curriculum offer within Sixth Form is predominantly academically focused however, the vocational offer has been increased in order to meet the needs of students and the regional job market. All A-level qualifications now offered in Sixth Form are two year linear courses.

A Curriculum for All Groups of students

Beliefs and Values

At St. Julie's Catholic High School, we believe that all students are entitled to an education that will enable them to develop their full potential by finding appropriate challenge in the learning environment. All students have individual needs which put personalised learning at the heart of our teaching and learning, "Let them be taught what is necessary for life." St Julie's Catholic High School is committed to providing a challenging curriculum for every student. We also provide to identify and, in turn, nurture those who are more able or require specific support via the Scholars Programme and the development of 'The Brilliant Club'.

Specific groups of students such as: Most Able, Disadvantaged, SEN, High and Mid attainers, and EAL, are supported by using a range of strategies. Most able students are supported daily within their classroom environment through stretch and challenge activities and differentiation. The SEN Department supports students with identified learning needs as well as continued support within their classroom environment. FSM students who are eligible for Disadvantaged funding receive support, which enables them to make progress from Key Stage 2 to 4.

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EXAMS

The policy purpose

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.
- Ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

Exam responsibilities

The Exams Officer

Manages the administration of public and internal exams:

- Advises the Senior Leadership Team, subject and class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies.
- 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/carers are informed of, and understand those aspects of, the exam timetable that will affect them.
- Consults with teaching staff to ensure that necessary coursework 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 access arrangements and makes applications for special consideration using the JCQ publications Access arrangements, reasonable adjustments and special consideration.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the senior exam invigilator
- Organises the recruitment, training and monitoring of a team of exam 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 Senior Leadership Team, any appeals/re-mark requests.
- Maintains systems and processes to support the timely entry of candidates for their exams.
- Ensures that a full Joint Contingency Plan is in place in the event of any unexpected or serious incidents, which may result in any disruption to public examinations.
- Ensuring that invigilators of BCS assessments are observed (and observations recorded) in accordance with section 13 of the BCS Approved Centre Operational Requirements manual.

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Senior leaders

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including: General regulations for approved centres; Instructions for conducting examinations; Access Arrangements and Reasonable Adjustments; Suspected Malpractice in Examinations and Assessments; Instructions for conducting non-examination assessments (and the instructions for conducting controlled assessment and coursework);
- Support the SENCo in identifying and implementing appropriate access arrangements;
- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work through alignment;
- Ensure appropriate internal moderation, standardisation and verification processes are in place through alignment;
- Ensure a documented emergency evacuation procedure for exam rooms is in place;
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated (see policies and procedures at the end of this document – emergency evacuation procedure);
- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms;
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate Results and Post Results;
- Identify centre staff who will be involved in the main summer results day(s) and their role;
- Ensures senior members of staff are accessible to candidates after the publication of results;
- Work with the EO to produce a plan to action any required improvements identified in the review.

Curriculum Leaders:

Ensures that the Exams Office is notified by the end of September each year of any changes in the awarding body or syllabus for their subject

- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo;
- Ensure teaching staff keep themselves updated with awarding body teacher-specific information to confirm effective delivery of qualifications;
- Ensure teaching staff attend relevant awarding body training and update events;
- Responds (or ensures teaching staff respond) to requests from the EO on information gathering;
- Meet the internal deadline for the return of information;
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body;
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these;
- Support the SENCo in identifying and implementing appropriate access arrangements;

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- Ensure teaching staff delivering legacy GCSE qualifications follow JCQ Instructions for conducting controlled assessments and the specification provided by the awarding body;
- Ensure teaching staff delivering legacy GCE unitised AS and A-level qualifications and Entry Level or Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body;
- Ensure teaching staff delivering new GCE & GCSE specifications follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body;
- Entries: provide information requested by the EO to the internal deadline;
- Inform the EO immediately of any subsequent changes to information;
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes changes to candidate personal details, amendments to existing entries and/or withdrawals of existing entries;
- Check final entry submission information provided by the EO and confirms information is correct;
- Minimise the risk of late entries by following procedures identified by the EO in relation to making final entries on time meeting internal deadlines identified by the EO for making final entries.

Pre-exams

1. Ensure teaching staff provide estimated grade information to the EO by the internal deadline;
 - Ensure teaching staff provide marks for internally assessed components of qualifications to the EO to the internal deadline;
 - Ensure teaching staff authenticate candidates' work to the awarding body requirements;
 - Ensure teaching staff provide required samples of work for moderation to the EO to the internal deadline.

Results and Post Results

1. Ensure teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies;
 - Ensure work is returned to candidates or disposed of according to the requirements.

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The SENCO:

- Identifies and tests candidates, and is familiar with requirements for access arrangements;
- Provides 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;
- Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including: Access Arrangements and Reasonable Adjustments;
- Lead on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements');
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process;
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification;
- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements;
- Gathers evidence to support the need for access arrangements for a candidate;
- Liaise with teaching staff to gather evidence of normal way of working of an affected candidate;
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated;
- Gathers signed data protection notices from candidates where required;
- Notifies parents/guardians of access arrangements;
- Applies for approval through Access arrangements online (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO;
- Keeps relevant paperwork and evidence on file for JCQ inspection purposes;
- Employs good practice in relation to the Equality Act 2010;
- Liaises with the EO regarding exam time arrangements for access arrangement candidates;
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s);
- Provides and annually reviews a centre policy on the use of word processors in exams and assessments;
- Ensures criteria for candidates granted separate invigilation within the centre is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms;

SENCO Pre-exams

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam);

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- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her;
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it;
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments;
- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments;
- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates;
- Liaises with the EO regarding rooming of access arrangement candidates;
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams;
- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates.

Teaching staff:

- Provide 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.
- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCO;
- Keep updated with awarding body teacher-specific information to confirm effective delivery of qualifications;
- Attend relevant awarding body training and update events;
- Support the SENCo in identifying and implementing appropriate access arrangements;
- Ensure appropriate instructions for conducting internal assessment are followed;
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed;

Entries:

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO Pre-exams;
- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments;
- Ensure candidates are informed of internal assessment decisions prior to marks being submitted to awarding bodies;
- Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential;
- Provide exam papers and materials to the EO;
- Support the SENCo in making appropriate arrangements for access arrangement candidates Post and Post Results;

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- Meet internal deadlines to request the services and gain relevant candidate informed consent.

The Lead Invigilator is responsible for:

- Collection 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.

Invigilators

- Attend training, update, briefing and review sessions as required Pre-exams;
- Provide information as requested on their availability to invigilate;
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them;
- Provide information as requested on their availability to invigilate throughout an exam series;
- Follow the procedure for verifying candidate identity provided by the EO;
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan;
- Are informed of the policy/process for dealing with late/very late arrival candidates through training (see policies and procedures at the end of this document – candidate late arrival policy);
- Ensure that relevant information is recorded on the exam room incident log;
- Conduct exams in every exam room as instructed in training/update events and briefing sessions;
- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation);
- Are informed of the arrangements through training;
- Conduct internal exams as briefed by the EO;
- Make the necessary announcements at the beginning and end of the exams;
- Organisation and supervision of the exam rooms;
- Verify the identity of the candidates, using photographs and name labels provided;
- Supervision of candidates in the exam room;
- Collection of all exam papers in the correct order at the end of the exam and their secure return to the exams office;
- Assist with emergency evacuation of exam hall, carries out emergency evacuation of all other exam rooms when the alarm sounds and assists with recommencing or cancellation of the exam session following return to the exam room.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.
- Verifying their exam timetable and raising queries with the class teacher.
- Knowing the time and location of each exam.

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- Providing the correct equipment for use in exams where required, such as a calculator.
- Using the correct candidate number and seat number in each examination.

Qualifications

Qualifications offered

The qualifications offered at this school are decided by the Senior Leadership Team.

The subjects offered for these qualifications in any academic year will be shared with parents/carers at Option and Open Evening events. If there has been a change of syllabus from the previous year, the exams office must be informed by the end of September. Informing the exams office of changes to a syllabus is the responsibility of the Curriculum Leaders. Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidates, Parents/Carers, SENCO, Subject teachers and Curriculum Leaders.

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.

- GCSE entry exam fees are paid by the school.
- AS entry exam fees are paid by the school.
- A2 entry exam fees are paid by the school.

Late entry or amendment fees are paid by the Departments and at the discretion of the Headteacher, and in some circumstances by Candidates. Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances. Re-sit fees are paid by the Departments and at the discretion of the Headteacher, in some circumstances by Candidates. All parents/carers receive a letter post-exams which outlines the re-mark procedures.

Equality Act

All exam centre staff must ensure that the exams process meet the requirements of the Equality Act (2010).

The school will meet the requirements of the Equality Act (2010) by ensuring that the exams process is accessible, by improving candidate experience and by applying to the relevant awarding body for reasonable adjustments for candidates as necessary. This is the responsibility of the Exams Officer and SENCO.

Access arrangements

Access arrangements can be found in the Exam Handbook. The SENCO is responsible for identifying those students for whom access arrangements are required.

Candidates

The school's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. Candidates' personal belongings remain their own

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responsibility and the school accepts no liability for their loss or damage. 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 or senior invigilator. Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

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

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the school, the exams officer, or the exam invigilator, to that effect. The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor. The Exams Officer will forward a completed special consideration form, in line with the awarding Body's guidance, within seven days of the exam.

Results

Results, enquiries about results (EARs) and access to scripts (ATS)

Candidates will receive individual result slips on results days, either in person or by a representative with signed written permission (authorised forms available from the Exam's Officer). Arrangements for the school to be open on results days are made by the Headteacher. The provision of staff on results days is the responsibility of the Headteacher. Re-mark procedures will be paid for by the school if the uniform marked score is within two marks of the grade boundary.

Certificates

Certificates are Collected and signed for. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. The School retains certificates for one year only. Certificates are then returned to the Exam Board or destroyed. A transcript of results may be issued if a candidate agrees to pay the costs incurred.

Malpractice

The Exams Office is responsible for investigating suspected malpractice. Any incident or actual malpractice must, where applicable, be reported to BCS immediately on the outset of any investigation being conducted by the Exams Office.

Appeals

The process for managing appeals is available from the exams office as the procedure may vary between exam boards and may be subject to change. Learners undertaking courses with BCS have the right to appeal directly to BCS within 20 days of undertaking an assessment.

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Non-Examination Assessment (mandatory)

This policy is in addition to the Exams policy and outlines the roles and responsibilities of staff when conducting non-examination assessments.

Definition

Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers.

Non-examination assessment applies control over internal assessment at three points: Task setting, task taking and task marking.

Responsibilities Head of Centre:

- To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- Responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer:

- To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- In collaboration with Curriculum Leaders, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with Curriculum Leaders, dispatch students' assessments for moderation.
- In collaboration with Curriculum Leaders, make appropriate arrangements for the security of non-examination assessment materials

Curriculum Leader:

- To be familiar with JCQ instructions for conducting non-examination assessment
- To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- Ensures that individual teachers understand their responsibilities with regard to non-examination assessment.
- The workload of staff and students is a primary consideration and catered for in the planning, scheduling and assessment of Non-examination assessments and coursework/controlled assessments.
- Deadlines are clear, agreed with all teachers in the department, realistic, published (where possible) for students and their Parent(s)/guardian(s) and shared with all relevant parties, e.g. Progress Leaders, Form Teachers, etc.
- Ensures that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.

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- To 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.
- To undertake appropriate departmental standardisation of non-examination assessments
- In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials

SENCO

- To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements.
- In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements.

Subject Teachers

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- Ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- Take part in appropriate departmental standardisation of Controlled Assessments
- 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 special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

Task Setting - in accordance with specific GCSE awarding body guidelines:

- Curriculum Leaders will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.
- Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

Task Taking - unless the awarding body's specification says otherwise, the following arrangements will apply:

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Teachers

- In accordance with JCQ regulations, invigilators and JCQ No Mobile Phone & Warning to Candidates posters are not required.
- Ensure there is sufficient supervision (in accordance with awarding body requirements) to ensure that work can be authenticated as the candidate's own work.
- Ensure that they keep a record of each candidate's contribution in group work, where applicable.
- Ensure candidates understand the need to reference work, give guidance on how to do this and make sure they are aware that they must not plagiarise other material.
- Provide candidates with general feedback and allow candidates to revise and redraft work but must not provide model answers or writing frames specific to the task nor assess the work and then allow the candidate to revise it.
- Any assistance given must be recorded and taken into account when marking the work.
- Explicitly prohibited assistance must not be given and no assistance should be given if there is no means to record it and take account of it in the marking. Failure to follow this procedure constitutes malpractice. Teachers must be aware of the awarding body's restrictions with regard to access to resources.
- In formally supervised sessions candidates can only usually take in preparatory notes, they must not access the internet nor bring in their own computers or electronic devices.
- Students must not introduce new resources between formally supervised sessions.
- Materials must be collected and stored securely at the end of each session and not be accessible to candidates.
- Authentication: Candidates and teachers must sign the appropriate authentication declarations and these must be kept on file until the deadline for enquiry about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

Task Marking

- Teachers are responsible for marking work in accordance with the marking criteria.
- Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre.
- The centre may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks.
- Centres should not attempt to convert marks to grades in advance of the publication of results.
- Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.
- Retain evidence of internal standardisation and keep candidates' work in secure storage until after the closing date for enquiries about results.
- Enquiries about results internally assessed component results cannot be reviewed individually.
- A review of moderation of the cohort is possible but only if an adjustment was made to the centre's marks by the awarding body.

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CURRICULUM POLICY
CURRICULUM/EXAMS & NON-EXAMINATION ASSESSMENT (MANDATORY)

- If a candidate misses part of a non-examination assessment task through absence, an alternative supervised session will be organised.
- The school will follow the procedures set out in JCQ guidelines if assessment tasks are lost or accidentally destroyed at the school.
- Special Access Arrangements will be agreed according to the published JCQ guidance on Access Arrangements.
- The school will consider requests to repeat non-examination assessment tasks if they are made before marks have been submitted to the relevant awarding body.
- Decisions will be made on an individual basis, by the senior line manager for Exams in consultation with Subject Leaders.
- If a Non-examination assessment task was completed under formal supervision, a completely new task must be set under a new period of formal supervision.

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