



'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 "fixed 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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page 1 of 14
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	



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, Deputy Headteacher KS4/KS5 and Deputy Headteacher KS3/4. 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.

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 students 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 students
- 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

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

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	2 of 14



St. Julie's Catholic High School

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

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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page 3 of 14
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	



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

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.
- 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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	4 of 14



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

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;
- Ensure 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 Officer 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;

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	5 of 14



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

- 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

- 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

- 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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	6 of 14



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

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;
- Liaises 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;
- Gather 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;

The 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);

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	7 of 14



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

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

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	8 of 14



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

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;
- 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;
- 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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	9 of 14



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

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.
- 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 Equality Act includes measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education.

'A person has a disability for the purposes of the Equality Act if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities'.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	10 of 14



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

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 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 Exams Officer 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 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.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	11 of 14



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

1. Relevant legislation

- All staff must ensure that they adhere to and implement the requirements of any equality legislation.
- The school will comply with legislation in accordance with examination awarding bodies and the Joint Council for Qualifications (JCQ).
- This policy is in line with the school's Examination Procedure Policy.

2. Acceptable grounds for appeal

Appeals will only be deemed valid when based on procedural irregularity in terms of the conduct of the examination or determination of the result. Appeals will be deemed invalid and not upheld if based purely on the following:

- Academic judgement of examiners
- Extenuating circumstances affecting performance
- The candidate's lack of awareness of exam regulations and procedures

3 The appeals process for Non Examination Assessment

Stage One: Raise your concerns with your teacher. This is a vital step in the procedure and is the stage at which many problems can be resolved.

Stage Two: Submit a written appeal to the Examinations Officer.

Stage Three: Request a personal hearing with the Headteacher.

3. Written appeals procedure for Non Examination Assessment

- The student, or the parent or carer of a student, wishing to appeal against the procedure used in an internal assessment should write to the school's examinations officer immediately.
- The deadline for appeal applications is 10 days prior to the start of the written examination series.
- Internal appeals will be resolved by the date of the last externally assessed paper of the series (e.g. by the end of June for the summer series).
- On receipt of a written appeal, an enquiry will be conducted by the examinations officer, a member of the SLT and a head of department who is not involved in the internal assessment decision.
- This enquiry will consider whether the procedure used in the internal assessment conformed to the published requirements of the awarding body and the JCQ Codes of Practice.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	12 of 14



St. Julie's Catholic High School

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

- Consideration will be given to whether the original mark given is fair and just. If necessary, comparisons will be made to other students' work to help determine a correct and appropriate mark.
- A written response to the appeal will be sent to the candidate and their parents/carers within 10 working school days of the school receiving the appeal.
- A written record of the appeal and the outcome will be kept on file at the school with the awarding body being informed of any amendments
- If a candidate is dissatisfied with the written response, a letter requesting a personal hearing can be made to the headteacher.
 - A date for a hearing must be given to the candidate and any teachers involved in the assessment.
 - The panel must consist of a least two individuals who have not previously dealt with the particular case.
 - The school will make a written record of the hearing, which should include the outcome of the appeal and the reasons for that outcome.
 - A copy will be sent to the candidate, their parents/carers and teacher(s) within 10 working school days of the hearing.

4. External assessments and qualifications

- Enquiries about results (EARs) can be submitted throughout the academic year, but must be at least five working days prior to the published deadline for EARs
- Students should be aware that EARs can result in the marks/grades being raised, confirmed or lowered.
- Any student who wants to query a mark/grade awarded by an awarding body should adhere to the following procedure:
 - Contact the examinations officer and the subject teacher as soon as possible in person to discuss the mark/grade.
 - The examinations officer will advise on the options available to query the mark/grade and any costs involved in doing so.
 - Students must sign a consent form to confirm that they understand the consequences of an EAR; these forms will be issued by the examinations officer. Consent forms must be returned before an EAR can be valid.
 - The subject teacher will review the student's grades and discuss them with the head of department to agree on the appropriate action, taking into account the breakdown of marks, the grade boundaries and the student's predicted grades.
- If the EAR is supported, then the department will make a request, together with the student's consent form, to the examinations officer before the deadline for EARs.
 - The cost of the enquiry will be met by the departmental budget.
 - If the EAR is successful, the fee will be refunded.
- If the department does not agree to support the EAR, a student may appeal against the decision not to support an EAR.
 - Appeals should be made in writing to the examinations officer, at least five working days before the published deadline for EARs.
 - The appeal should state the reason(s) for the appeal.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	13 of 14



St. Julie's Catholic High School

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

- This appeal must be signed, dated and include the contact number and email address of the student, parent or carer.
 - The appeal information will be reviewed by the examinations officer and a member of the SLT.
 - The outcome of the appeal will be communicated either by telephone, email or first class post, as appropriate, within 3 working school days of receipt.
 - The decision that is reached is final.
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- If the school does not support the EAR, the student may still proceed with the EAR.
 - The fee will be paid by the student at the time the EAR is made. No enquiry will be processed until the correct fee is paid.
 - Requests must be made in person to the examinations officer before the published deadline for EARs.
 - Outcomes following EARs will be forwarded by the examinations officer to the student as soon as they have been received from the awarding bodies.

5. Appeal outcomes

- All decisions of an EAR, regarding an awarding body, are final.
- Candidates will be notified of the outcome of their appeal, with reasons stated, within 10 working school days of the decision being agreed.

For the purposes of these procedures a working school day is defined as a day when whole school teaching is taking place on site.

Creation Date	Version	Reviewed & amended by Deputy Headteacher KS4/KS5	Formally approved by Governors' Policy Committee	Review Date	Page 14 of 14
01-12-2010 Curriculum Team	5.00	08-10-2018	17-10-2018	Autumn Term 2019	