



## FOUNDRY COLLEGE

### Examination & Exam Contingency Policy

#### Document Control Information

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Committee	SLT & T&L
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Signed	Jay Blundell

**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
- to ensure there is a contingency plan for unforeseen circumstances (Appendix 1)

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

This exam policy will be reviewed annually by the senior leadership team and the examinations officer.

**1. Exam responsibilities**

**The Headteacher**

- has overall responsibility for the college as an exam centre
- advises on appeals and re-marks
- is responsible for reporting all suspicions or actual incidents of malpractice in accordance with the JCQ guidance "Suspected malpractice in examinations and assessments"
- has overall responsibility for the organisation of learning and teaching
- supervises the external validation of courses followed at key stage 4

**The Deputy Head (Raising Standards)**

- prepares and presents reports to the senior leadership team showing results achieved in relation to expected grades and comparable data for previous years, indicating where future improvements might be made
- authorises exam entries, including late entries
- quality assures the administration of controlled assessments and coursework

**The Examinations Officer**

- manages the administration of public and internal exams
- advises the senior leadership team, teachers 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, management committee and candidates of an annual calendar for all exams in which pupils will be involved
- 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 controlled assessment / coursework is completed on time and in accordance with JCQ guidelines
- collates and confirms detailed data on estimated entries and predicted grades
- receives, checks and stores securely all exam papers and completed scripts
- identifies and manages exam timetable clashes
- accounts for income and expenditure relating to all exam costs / charges
- organises the training and monitoring of a team of exams invigilators responsible for the conduct of exams
- submits candidates' controlled assessment / coursework marks, tracks, stores and dispatches returned controlled assessment / 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 in consultation with the senior leadership team, prepares and submits any appeals / re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams

- arranges for collection and / or postage of the completed examinations scripts within the time limits required by the appropriate awarding bodies

#### The Teachers

- provide guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- ensure accurate completion of controlled assessment / coursework mark sheets and declaration sheets
- ensure accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer

#### SENCo

- undertakes identification and facilitates testing of candidates' requirements for access arrangements
- provides additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment
- notifies the examinations officer of access arrangements (as soon as possible after the start of the course)
- supports English for speakers of other languages to help candidates achieve their course aims
- provides IT equipment as appropriate to help candidates achieve their course aims
- administers access arrangements and makes applications for special consideration using the JCQ Access arrangements and special consideration regulations and guidance relating to candidates who are eligible for adjustments in examinations

#### Candidates should

- check their entries are correct
- understand the controlled assessment / coursework regulations and sign a declaration that authenticates the work as their own
- Understand about plagiarism and its consequences (Appendix 2)
- Read and follow the JCQ "Warning to Candidates" document

## **2. The statutory tests and qualifications offered**

The statutory tests and qualifications offered at the College which include Phonics, GCSE, BTEC, Functional Skills and others as appropriate, are decided by the teacher, in consultation with the senior leadership team.

The subjects offered for these qualifications in any academic year may be found on the College's website. If there has been a change of syllabus from the previous year, the exams officer must be informed before July. Given the nature of the pupils at the College, subsequent adaptations may be required where it is in the pupil's best interest and this will be in consultation with the Deputy Head (Raising Standards).

### **At Key Stage 1 & 2**

All pupils are expected to be entered for national benchmarking qualifications unless disapplied by their home school. .

### **At Key Stage 4**

All candidates are entitled to be entered for qualifications from an external awarding body.

### **3. Exam Timetables**

- KS1 and KS2 testing is conducted in accordance with the specified arrangements.
- KS4 external exams are mainly scheduled in May / June.
- Functional Skills examinations are arranged when the candidate is ready to sit them.
- The exams officer will circulate the exam timetables for external examinations once these are confirmed.
- Internal exams are scheduled in January.

### **4. Entries and exam fees**

#### 4.1 Entries

- The college believes that pupils should be given the opportunity and allowed to maximise their opportunities to secure as many qualifications as possible. The College will not prejudice a young person's examination entries due to poor behaviour, low attendance or low levels of engagement.
- Candidates are selected for their exam entries by the subject teachers in liaison with the Deputy Head (Raising Standards).
- A candidate or parent / carer can request a subject entry, change of level or withdrawal, in good time for entry deadlines set by the exam boards.

#### 4.2 Late entries

- Entry deadlines are circulated to teachers via email
- Late entries must be authorised by the Deputy Head (Raising Standards)

#### 4.3 Exam fees

- GCSE initial registration and exam fees are paid by the College in most instances except where a candidate is transferred from another centre where the entry has already been made.

### **5. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements**

#### 5.1 DDA

- The Disability Discrimination Act 2005 and Equality Act 2010 extends the application of the DDA to general qualifications. All exam staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.  
([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf))

#### 5.2 Special needs

- A candidate's special needs requirements are determined by the SENCo and the educational psychologist / specialist teacher.
- The SENCo will inform teachers of candidates with special educational needs who are embarking on a course leading to an exam and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam.

#### 5.3 Access arrangements

- Making special arrangements for candidates to take exams is the responsibility of the SENCo and the exams officer.

- Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo. The exams officer will arrange rooming for access arrangement candidates.
- Invigilation and support for access arrangement candidates will be organised by the SENCo with the exams officer.

## **6. Estimated grades**

- The teacher will submit estimated grades to the exams officer when requested by the exams officer.

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

### **7.1 Managing invigilators**

- Internal invigilators will be used for exam supervision.
- The recruitment of additional invigilators is the responsibility of the exams officer.
- Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the College Business and Finance Manager.
- DBS fees for securing such clearance are paid by the College.
- Invigilators are timetabled and briefed by the exams officer who prepares the daily timetable.

### **7.2 Exam days**

- The exams officer will book all exam rooms after liaison with other users and prepare the question papers, exam stationery and materials for the invigilators.
- The exams officer is responsible for setting up the allocated rooms.
- The lead invigilator will start all exams in accordance with JCQ guidelines.
- In practical exams subject teachers may be on hand in case of any technical difficulties.
- In the interest of security and to protect teachers from potential accusation of malpractice, subject staff may be present at the start of the exam to assist with the identification of candidates but must not read the papers or advise on which questions are to be attempted. Exam papers must not be removed from the exam room before the end of the session.
- Papers will be distributed to teachers only after completed exam scripts have been collected by Parcelforce or posted

## **8. Evacuation Procedure during exams**

- Should the Fire Alarm go off during an examination, the pupils will be asked to put their pens down and wait for instruction from the lead invigilator.
- Evacuation from the building is in line with the normal Evacuation procedures in the event of a fire
- The Lead Invigilator prioritises the safety of the candidates first and must take the attendance register upon evacuation. If safe to do so, exam scripts should be collected up by the invigilators who accompany the pupils to the evacuation area, preferably away from other pupils. Candidates should remain in silence and must be closely supervised to prevent discussion of the exam.

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

### **9.1 Candidates**

- The JCQ guidelines on candidates' behaviour and their use of mobile phones and all electronic devices must 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 may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of staff 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 for late candidates.

#### 9.2 Clash candidates

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

#### 9.3 Special consideration

- Should a candidate be too ill to sit an exam, have suffered a significant bereavement or other trauma or be taken ill during the exam itself, it is the candidate's responsibility to alert the College, or the exam officer.
- 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 to the relevant awarding body within seven days of the exams

### 10. Coursework and appeals against controlled assessments

#### 10.1 Coursework

- Candidates who have to prepare portfolios should do so by the end of the course or College-defined date.
- Candidates must sign a declaration that authenticates the work as their own
- The course teacher will ensure all controlled assessment / 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.
- The subject teachers provide marks for all internally assessed work to the exams office.

#### 10.2 Appeals against controlled assessments

The key points are:

- appeals will only be entertained if they apply to the process leading to an assessment
- there is no appeal against the mark or grade awarded
- appeals may only be made by the Head of Centre or by private candidates
- candidates may request an appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification
- appeals should be made in writing as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series

To make an appeal, the JCQ procedure must be followed. The Exams Officer will decide whether the process used conforms to the necessary requirements. (Appendix 3)

### 11. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)

#### 11.1 Results

## FC 022 Examination Exam Contingency Policy V77

- Candidates will receive their individual results slips on results days, either in person at the College or by post to their home addresses or they can nominate someone to collect their results on their behalf by informing the College in writing in advance.
- The Headteacher makes arrangements for the school to be open on results days.

11.2 Enquiries about Results (EARs)

- EARs may be requested by College staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- When the College does not uphold an EAR, a candidate may apply to have an enquiry carried out.

11.3 Access to Scripts (ATS)

- After the release of results, candidates may ask subject teachers to request the return of papers within exam board listed dates of the results.
- If a result is queried, the exams officer, teaching staff and headteacher will investigate the feasibility of asking for a re-mark at the College's expense.
- College staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.
- GCSE re-marks cannot be applied for once a script has been returned.

12. **Certificates**

- Certificates should be collected and signed for by the candidate. Identification will be needed on collection.
- Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so.
- The school retains certificates for five years.

**Associated JCQ documentation**

<http://www.jcq.org.uk/>

<http://www.jcq.org.uk/exams-office/controlled-assessments>

<http://www.jcq.org.uk/exams-office/coursework>

<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

<http://www.jcq.org.uk/examination-system/access-arrangements-and-special-consideration>

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

<http://www.jcq.org.uk/examination-system/the-appeals-process>

<http://www.jcq.org.uk/exams-office/malpractice>



## Appendix 1: Exam Contingency Plan

### 1. Purpose of the Plan

This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Foundry College. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*.

This plan complies with JCQ general regulations (section 5) in that:

The centre agrees to *“have in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer be absent at a crucial stage of the examination cycle;”*

### 2. Causes of potential disruption to the exam process

#### 2.1 Exam officer extended absence at key points in the exam process (cycle)

##### Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

- *Planning*
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
  - annual exams plan not produced identifying essential key tasks, key dates and deadlines
  - sufficient invigilators not recruited and trained
- *Entries*
  - awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
  - candidates not being entered with awarding bodies for external exams/assessment
  - awarding body entry deadlines missed or late or other penalty fees being incurred
- *Pre-exams*
  - exam timetabling, rooming allocation; and invigilation schedules not prepared
  - candidates not briefed on exam timetables and awarding body information for candidates
  - exam/assessment materials and candidates' work not stored under required secure conditions

- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators
- *Exam time*
  - exams/assessments not taken under the conditions prescribed by awarding bodies
  - required reports/requests not submitted to awarding bodies during exam/assessment periods e.g. very late arrival, suspected malpractice, special consideration
  - candidates' scripts not dispatched as required to awarding bodies
- *Results and post-results*
  - access to examination results affecting the distribution of results to candidates
  - the facilitation of the post-results services

Centre actions:

- Basic admin file to be produced and kept up-to-date by Exams Officer that outlines where all the key exams information can be found for each stage of the exams cycle.
- Log sheet to be produced and kept up-to-date by Exams Officer to show which tasks have been completed in the exam cycle.

## 2.2 SENCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

- *Planning*
  - candidates not tested/assessed to identify potential access arrangement requirements
  - evidence of need and evidence to support normal way of working not collated
- *Pre-exams*
  - approval for access arrangements not applied for to the awarding body
  - modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
  - staff providing support to access arrangement candidates not allocated and trained
- *Exam time*
  - access arrangement candidate support not arranged for exam rooms

Centre actions:

- Appoint Raising Standards Assistant and training SENCo appropriately

## 2.3 Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan

Key tasks not undertaken including:

- *Early/estimated entry information not provided to the exams officer on time; resulting in pre-*

*release information not being received*

- *Final entry information not provided to the exams officer on time; resulting in:*
  - *candidates not being entered for exams/assessments or being entered late*
  - *late or other penalty fees being charged by awarding bodies*
- *Internal assessment marks and candidates' work not provided to meet submission deadlines*

Centre actions:

- School diary in place including key dates

## **2.4 Invigilators - lack of appropriately trained invigilators or invigilator absence**

Criteria for implementation of the plan

- *Failure to recruit and train sufficient invigilators to conduct exams*
- *Invigilator shortage on peak exam days*
- *Invigilator absence on the day of an exam*

Centre actions:

- All staff receive annual training

## **2.5 Exam rooms - lack of appropriate rooms or main venues unavailable at short notice**

Criteria for implementation of the plan

- *Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning*
- *Insufficient rooms available on peak exam days*
- *Main exam venues unavailable due to an unexpected incident at exam time*

Centre actions:

- Possibility of using Brambles Centre, but we need to provide them with a risk assessment.

## **2.6 Failure of IT systems**

Criteria for implementation of the plan

- *Internal system failure at final entry deadline*
- *Internal system failure during exams preparation*
- *Internal system failure at results release time*

Centre actions:

- Exams Officer can log in to online services at home.

## 2.7 Disruption of teaching time – Centre closed for an extended period

### Criteria for implementation of the plan

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

### Centre actions:

- *The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this.* [Joint Contingency Plan (JCP) scenario 1]

## 2.8 Candidates unable to take examinations because of a crisis – centre remains open

### Criteria for implementation of the plan

- Candidates are unable to attend the examination centre to take examinations as normal

*The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.* [JCP scenario 2]

### Centre actions:

- Exams Officer will communicate with relevant awarding organisations and complete all relevant paperwork to enable a pupil to take examinations at home.

## 2.9 Centre unable to open as normal during the exams period

### Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

*A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.* [JCP scenario 5]

### Centre actions:

- Exams Officer will communicate with relevant awarding organisations and complete all relevant paperwork.

## 2.10 Disruption in the distribution of examination papers

### Criteria for implementation of the plan

- Disruption to the distribution of examination papers to the centre in advance of examinations

*The centre to communicate with awarding organisations to organise alternative delivery of papers.* [JCP scenario 3]

### Centre actions:

- Exams Officer will communicate with relevant awarding organisations and complete all relevant paperwork.

### 2.11 Disruption to the transportation of completed examination scripts

#### Criteria for implementation of the plan

- Delay in normal collection arrangements for completed examination scripts

*The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]*

#### Centre actions:

- Exams Officer will keep scripts in secure storage and liaise with relevant awarding organisations until issue is resolved.
- If appropriate, Exams Officer will take scripts to Broad Street Post Office for Yellow Label Dispatch.

### 2.12 Assessment evidence is not available to be marked

#### Criteria for implementation of the plan

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

*It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]*

#### Centre actions:

- All documentation kept securely in the locked cabinet

### 2.13 Centre unable to distribute results as normal

#### Criteria for implementation of the plan

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

*Centres to contact awarding organisations about alternative options. [JCP scenario 11]*

#### Centre actions:

- Exams Officer will make Head of Centre aware of issues, then contact relevant awarding organisations about alternative provisions.

**Causes 7-13** – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

### 3. Further guidance to inform and implement contingency planning

#### Ofqual

*Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland*

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

#### JCQ

*General regulations*

<http://www.jcq.org.uk/exams-office/general-regulations>

*Guidance on alternative site arrangements*

<http://www.jcq.org.uk/exams-office/forms>

*Instructions for conducting examinations*

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

*A guide to the special consideration process*

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

#### GOV.UK

*Emergencies and severe weather: schools and early years settings*

<https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings>

*Teaching time lost due to severe weather conditions*

<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions>

*Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning*

<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service/dispatch-of-exam-scripts-guide>

## Appendix 2 **Plagiarism**

### **Introduction**

As an organisation that carries out assessment, Foundry College has an obligation to the assessment bodies to ensure that the qualifications its pupils receive are a fair and accurate representation of their work, and of the knowledge and skills attained. Plagiarism, and other forms of cheating, undermine the value of qualifications for all concerned because they undermine their credibility. If a pupil passes an assessment, or gets a qualification, by unfair means, then this is unfair to those who have achieved the same qualification fairly. For these reasons the College will take all appropriate measures to ensure that pupils' work is in fact their own, and that plagiarism and other forms of cheating have not taken place.

### **What is plagiarism?**

Plagiarism is a form of cheating. More fully, Neville (2007) describes plagiarism as “a practice that involves knowingly taking and using another person's work and claiming it, directly or indirectly, as your own”.

### **College Policy**

Foundry College is committed to the detection of plagiarism and to taking appropriate measures when it is detected including:

- informing its pupils of the College position on plagiarism, and of the methods being used to aid detection
- engendering in its pupils an ethos of fairness and appropriate reward for effort expended (as part of the College's commitment to Citizenship)
- the promotion of effective assessment design and assessment practice
- ensuring that pupils are properly instructed in what constitutes fair practice and appropriate referencing
- taking disciplinary action as appropriate

### **Responsibilities**

It is the responsibility of all pupils and staff to ensure that pupils' work submitted for purposes of assessment, especially purposes of summative assessment, is in fact their own work. The following details the specific responsibilities of pupils and various members of teaching and support staff.

#### **Pupils**

It is the responsibility of pupils:

- to ensure that work submitted for purposes of assessment is their own
- to ensure that the words and arguments of others are appropriately cited and referenced using an accepted referencing system such as the Harvard referencing system

Pupils must not simply copy materials from other pupils, past or present, from written sources, from the Internet, or from any other source whether this is through cutting and pasting, rewriting or by any other means. Changing a few words within a copied piece of text does not make this work original, and still counts as plagiarism. In short, work submitted by pupils must be their own unless it is specifically indicated within the text through appropriate referencing that this is not the case – or where originality was clearly not a requirement of the assessment being undertaken.

## **Staff Training**

The Headteacher will ensure that:

- all teaching staff receive full and appropriate training in plagiarism, its prevention and detection
- plagiarism is appropriately covered as part of the induction for new teaching staff

## **Responsibilities of teaching staff**

It is the responsibility of teaching staff to ensure their pupils understand exactly what plagiarism is and that they are fully aware of the unethical nature of plagiarism. Additionally, they should make clear the College's policy on it and to inform pupils of the consequences to themselves if they fail to comply. It is also their responsibility to ensure that pupils have the knowledge and skills required to enable them to cite and reference material appropriately. In general this requirement can be met by introducing them to the use of an accepted referencing system such as the Harvard system.

It is also the responsibility of teaching staff to take all possible measures to ensure that when plagiarism occurs it is detected and appropriate action taken. Evidence of plagiarism should be carefully gathered and retained. Issues relating to plagiarism by an individual pupil or pupils are confidential matters and should be treated as such. All records should be kept with due concern for confidentiality and the need for evidence. It is the responsibility of teaching staff to ensure that records relating to instances of plagiarism are kept for the required length of time for those records, and are appropriately destroyed once the period of time required for their retention has elapsed. Standards should be applied fairly by staff so that accusations cannot be made of unequal treatment.

Teaching staff can also take preventative action through careful planning and appropriate design of assessment. This might include, for example:

- more individualised assessments
- the use of question banks rather than static, identical assessment for all pupils
- frequent changing of assessment instruments
- appropriate supervision

## **Action on detection of plagiarism**

If an instance or instances of plagiarism are found, the following provides guidelines on the course of action to be taken by staff. In all cases, the member of staff must take care to ensure that there is indeed clear evidence that plagiarism has taken place.

If the plagiarism would have altered the result obtained by the pupil if it had been undetected then at the very least the assessment must be retaken by the pupil. This will count as a second attempt at the assessment. If the problem arises from a failure on the part of the pupil to reference properly, or to understand the requirements of the assessment, then this issue must be addressed before the assessment is retaken.

If it is clear that the plagiarism was minor and did not constitute intentional cheating, then guidance and support should be provided to address any underlying issues. This might include revision of appropriate referencing practice. The pupil should also be informed clearly of the unacceptability of plagiarism and the need to abide by accepted practice.



Finally if it is the judgment of the member of staff that this is an instance of genuine cheating, with deliberate intent to deceive, then the matter must be referred to the Headteacher and the Examinations Officer to consider what disciplinary action is to be taken.

Teaching staff should also ensure that they set a good example to pupils through the adoption of good referencing practice themselves.

**Reference:**

Neville, C., 2007. The Complete Guide to Referencing and Avoiding Plagiarism. Maidenhead: Open University Press (McGraw-Hill Education).

### Appendix 3 **Foundry College Internal Assessment Appeals Process**

Foundry College is committed to ensuring fairness and consistency in the assessment of pupils' work, in accordance with the specification guidelines. Where appropriate, pupils' work will be internally moderated and standardised. Pupils' work is produced and authenticated according to the requirements of the relevant Awarding Body's specifications.

If a pupil feels that this has not happened in relation to their work, the following appeals process must be followed:

- Ask the class teacher to explain how the mark was determined
- If not satisfied with the explanation, discuss with the Deputy Head (Raising Standards)
- If the pupil still does not accept the mark awarded they should ask for and complete an internal assessment appeal form.
- The Exams officer will organise a panel comprising a member of SLT, the Exams Officer and a teacher to hear the appeal
- The class teacher will be given a copy of the appeal and will be required to provide a written response, a copy of which will be given to the pupil.
- The pupil will be given a minimum of 2 days' notice of the date and time of the appeal and may be accompanied by a parent/carer or friend
- A written record of the appeal, including the outcome with reasoning, will be retained on file and a copy sent to the pupil.
- Foundry College will advise the Awarding Body if there is any change to the awarded mark as a result of the appeal.
- The Headteacher will be advised of the outcome of the appeal.

All appeals must be resolved by the date of the last externally assessed paper of the exam season.

Pupils will be made aware that their work will be moderated by the Awarding Body and that this may result in a change to marks which is beyond the control of Foundry College and therefore not covered by the appeals process.