



# External Examinations Policy

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**POLICY NUMBER**  
SILVP0030161213

**POLICY TYPE**  
SCHOOL

## External Examinations Policy

At Silverdale School we believe that every pupil must get the very best education to enable them to have the future they deserve. We believe that it is our responsibility to prepare students for life beyond Silverdale, and therefore that enabling them to access a broad and balanced range of qualifications at GCSE level is crucial.

We expect all students to achieve externally awarded, nationally recognised accreditation.

As well as considering the breadth of externally assessed courses offered to students, close attention is paid to the suitability of the course according to the nature of need of our students both in personal and academic terms.

The main criteria for developing the curriculum in terms of external qualifications are:

- A continuing expansion in the range of externally accredited courses taught;
- Accredited courses suited to the whole ability range;
- Courses which increase opportunities for our students post 16;
- The raising of achievement in terms of the number of qualifications achieved by individual students; and
- The raising of attainment in terms of the grades achieved related to the number of entries made in school and to national statistics.

# Key Stage 4 External Accreditation Portfolio

## CORE GCSE CURRICULUM

1. English Language
2. English Literature
3. Maths
4. Science (BTEC)
5. ICT
6. Art and Design
7. Photography
8. Graphic Design
9. Film Studies
10. Preparation for Working Life

## OPTIONAL GCSE

- Food and Nutrition
- PE

## CAMBRIDGE PROGRESSION AWARDS

- Maths Entry Level, Level 1, Level 2
- English Entry Level, Level 1, Level 2

## External Assessment Appeals Procedure

**Examination Officer:** Mr Kristan Priestley

This applies to GCSE and Vocational Qualification work that is assessed externally. In general it relates therefore to written papers and also the few pieces of coursework or controlled assessments that are wholly assessed externally. It is possible to appeal against the *procedures* of an Exams Board in the conduct of an examination. This is *not* to be confused with making a Result Enquiry, querying a mark. It is not possible to appeal against the outcome of Result Enquiry unless there is evidence that the exam board was not adhering to the Code of Practice.

An appeal might be against the inappropriate application of a mark scheme or perhaps against a change in specification without properly making it known. In each case Silverdale School would need to look very carefully at the Code of Practice, to see if there has been a procedural error. The process is long winded, and probably has to go through all three stages before success is likely. The final conclusion may be 6 months after the exam results are published, by which time any changes in marks may be far too late for college entry application. Making an appeal is very rare. Any appeal must be made through the School; submissions will not be accepted from individuals. The final arbiter is the Examinations Appeals Board (EAB).

## Appeals Procedure Against Internal Assessment Decisions

Silverdale School is committed to ensuring that internal assessments are marked and administered fairly, consistently and in accordance with the awarding body specifications and subject-specific associated documents. This is ensured by:

- Subject staff having the necessary and appropriate knowledge, understanding, skills, and training in this activity
- Subject staff authenticating candidates' work according to the requirements of the relevant awarding body
- A process of internal moderation and standardisation led by appropriate management/nominated subject staff.

An appeal against internal assessment decisions can be made, based on the above not being fulfilled.

All appeals must follow the procedure detailed below.

**Note** - appeals may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

1. Appeals should be made as early as possible and **at least two weeks before** the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the summer exam series)
2. Appeals should be made using the **internal appeals form** completed by the candidate (or parent/carer)
3. The head of centre will appoint a member of the senior leadership team, who has no involvement in the assessment process for that subject to conduct the investigation

4. The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements as detailed in the awarding body specification(s) and/or subject-specific associated documents

5. The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to internal assessment procedures

6. The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity in procedures to light, the awarding body will be informed.

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

## **BTEC Appeals Procedure**

### **Definitions/Terminology**

**Appeal:** a request from a learner to revisit an assessment decision which s/he considers to disadvantage him/her.

**Appeals procedure:** a standard, time limited, sequenced and documented process for the centre and learner to follow when an appeal is made.

### **Responsibilities**

**Learner:** responsible for initiating the appeals procedure, in the required format, within a defined time frame, when s/he has reason to question an assessment decision.

**Assessor:** responsible for providing clear achievement feedback to learners. If assessment decisions are questioned, the assessor is responsible for processing the learner's appeal within the agreed time.

**Internal verifier/lead internal verifier/senior management:** responsible for judging whether assessment decisions are valid, fair and unbiased.

**Head of Centre:** responsible for submitting an appeal in writing, to Edexcel if the learner remains dissatisfied with the outcome of the centre's internal appeals procedures.

**Quality Nominee:** The nominee for Silverdale School is Kristan Priestley – Head of Key Stage 4

The Quality Nominee is responsible for ensuring that all BTEC programmes are managed effectively, and actively encourage and promote good practice in the centre. They are the main person involved with Quality Review and Development in the centre and liaise directly with the Centre Quality Reviewer

- All programmes are approved and registrations are accurate and up to date
- All staff are aware of Edexcel requirements
- There is an accredited Lead Internal Verifier in place for each Principal Subject Area, where required
- Assessment and internal verification is effective on all Edexcel BTEC and vocational programmes
- Standards Verification is completed successfully

- Edexcel’s approval conditions and policy requirements are being implemented consistently and effectively.

## Procedures

**Learner induction:** Should inform the learner of the appeals procedure.

**Learner appeals procedures:** A staged procedure to determine whether the assessor:

- used procedures that are consistent with Edexcel’s requirements
- applied the procedures properly and fairly when arriving at judgements
- made a correct judgement about the learner’s work.

**Appeals procedure stages:**

- **Stage 1 – Informal:** Learner consults with assessor within a defined period of time following the assessment decision, to discuss an assessment decision. If unresolved, then the issues are documented before moving to stage 2.
- **Stage 2 – Review:** Review of assessment decisions by manager and/or internal verifier/lead internal verifier. Learner notified of findings and agrees or disagrees, in writing, with outcome. If unresolved, move to stage 3.
- **Stage 3 – Appeal hearing:** Senior management hear the appeal: last stage by the centre. If unresolved, move to stage 4
- **Stage 4 – External appeal:** The grounds for appeal and any supporting documentation must be submitted by the centre to Edexcel within 14 days of the completion of Stage 4: a fee is levied.

**Recording appeals:** each stage should be recorded, dated and show either agreement or disagreement with decisions. Documents must be kept for a minimum of 18 months.

**Monitoring of appeals:** undertaken by senior management to inform development and quality improvement.

### **Appeals procedure against centre decisions not to support an enquiry about results**

Following the issue of results, the general qualification awarding bodies offer **post-results services**. Full details of these services, internal deadlines for requesting a service and fees charged will be provided by the exams officer.

The service, enquiries about results (EARs), may be requested by centre staff or candidates (or their parents/carers) if there are reasonable grounds for believing there has been an error in marking.

If a query is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre’s expense.

When Silverdale School does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate’s behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre’s decision not to support an enquiry, an appeal can be submitted to the centre using the **internal appeals form** at least **one week prior to** the internal deadline for submitting an EAR.

### **Appeals procedure following the outcome of an enquiry about results**

Where the head of centre remains dissatisfied after receiving the outcome of an EARs, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results

services <http://www.icq.org.uk/exams-office/post-results-services> and A guide to the awarding bodies' appeals processes <http://www.icq.org.uk/exams-office/appeals>

Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidates and/or their parents/carers are not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

## Internal Appeals Form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:

- an internal assessment decision
- the centre decision not to support an enquiry about results
- the outcome of an enquiry about results

<b>Name of appellant</b>		<b>Candidate Name</b> <i>(if different to appellant)</i>	
Awarding body		<b>Unit/Module/Exam code</b>	
Subject		<b>Unit/Module/Exam paper title</b>	

Please state the grounds for your appeal below:

*Continue overleaf if necessary*

### Appeal against an internal assessment decision

#### Appellant declaration

By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the marking/assessment process not against the mark submitted by the centre for moderation by the awarding body.

**Signature:**

**Date of signature:**

### Appeal against the centre decision not to support an enquiry about results

#### Appellant declaration

By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

**Signature:**

**Date of signature:**

### Appeal against the outcome of an enquiry about results

#### Appellant declaration

By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

**Signature:**

**Date of signature:**

**The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.**



The internal appeals procedures for Loreto College have been produced to demonstrate compliance with the following:

**JCQ General Regulations for approved centres** <http://www.jcq.org.uk/exams-office/generalregulations>

### **Controlled Assessments, Coursework and Portfolios of Evidence**

5.8 The centre agrees to have in place, and be available for inspection purposes, an internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

**JCQ Post-results services** <http://www.jcq.org.uk/exams-office/post-results-services>

### **6.4 Submission of requests**

Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an enquiry about results should be submitted. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an enquiry about results, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over enquiries about results with centres and private candidates.

### **7. Appeals**

Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over appeals with centres and private candidates.

**JCQ A guide to the awarding bodies' appeals processes** <http://www.jcq.org.uk/examsoffice/appeals>

12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

### ***Ofqual GCSE, GCE, Principal Learning and Project Code of Practice***

**[http://ofqual.gov.uk/ofdoc\\_categories/regulations-and-guidance/codes-of-practice-regulations-andguidance/](http://ofqual.gov.uk/ofdoc_categories/regulations-and-guidance/codes-of-practice-regulations-andguidance/)**

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry. Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

**Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal.**

Further information can be obtained from:

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

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

<http://ofqual.gov.uk/complaints-and-appeals/exam-results-appeals/>

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

### **Related policies:**

- The Curriculum Policy (SILVP0021);
- Assessment, Recording & Reporting (SILVP0008);