



## **CONTROLLED ASSESSMENT POLICY**

### **1 INTRODUCTION**

- 1.1 Controlled assessment will be undertaken by students studying GCSE qualifications from September 2009. These assessments will be conducted under the supervision of teachers and it will be the responsibility of the Curriculum Team Leader (CTL) and the class teacher to ensure that the specific guidelines for their subject are adhered to.

### **2 ROLES & RESPONSIBILITIES**

#### **2.1 STRATEGIC LEADERSHIP TEAM (SLT)**

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with current JCQ guidelines and awarding bodies' subject-specific instructions
- At the start of the academic year, begin coordinating with Heads of Faculty/Subject Leaders to schedule controlled assessments. (It is advisable that controlled assessments be spread throughout the academic years of Key Stage 4)
- Map overall resource management requirements for the year. As part of this resolve:
  - Clashes/problems over the timing or operation of controlled assessments
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
- Ensure that all staff involved have a current calendar of events and ensure this is circulated to parents and students
- Ensure that CTLs/subject leaders update 'Exams (incl Revision)' calendar with all subject specific controlled assessment dates, times and locations in order to avoid any clashes
- Create, publish and update an internal appeals policy for controlled assessments in accordance with JCQ regulations, Appendix 4
- Ensure controlled assessment Risk Management Process is reviewed annually, Appendix 1
- Ensure procedures are in place to minimise the possibility of any malpractice (see Appendix 2 – Malpractice)
- Ensure any alleged malpractice is investigated fully and, where malpractice is found, reported to the appropriate examinations board
- Ensure JCQ 'Information for candidates' - controlled assessments' and JCQ 'Privacy Notice' regarding data protection are issued to candidates at the beginning of the academic year in which they start their assessment work
- Ensure all staff are aware of candidate's entitlement to, and provision for access arrangements

## 2.2 HEADS OF DEPARTMENT/FACULTY

- Decide on the awarding body and specification for a particular GCSE, and refer to specifications and subject -specific documentation
- Read current JCQ and awarding bodies' instructions for conducting controlled assessments, and ensure all teaching staff are aware of current requirements
- Ensure that 'Exams (incl Revision)' calendar is updated with all subject specific controlled assessment dates, times and locations, as soon as dates are known
- Make teaching staff aware of candidate's entitlement to, and provision for access arrangements. Where candidates are using electronic storage facilities, eg CDs, DVDs, MP3s and laptops, appropriate checks must be undertaken to ensure that only permitted material is introduced into the assessment environment
- In consultation with SLT, map overall resource management requirements for the year. As part of this resolve:
  - Clashes/problems over the timing or operation of controlled assessments
  - Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc)
- In consultation with the SLT, ensure that all staff involved have a current calendar of events and ensure this is circulated to parents/carers and students
- Ensure that 100% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certified, to satisfy the terminal assessment requirement in accordance with the JCQ rules for GCSE specifications from June 2014 terminal requirements, re-sits and cashing in notes for teacher, and awarding body specification
- Standardise internally the marking of all teachers involved in assessing an internally assessed component
- Ensure that you and your team understand your responsibilities with regard to controlled assessments (eg attend and disseminate information from exam board training) and malpractice
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teacher's notes, and any other subject specific instructions
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessments tasks to local circumstances, in line with awarding body specifications and control requirements
- Ensure the Examinations Officer is given full details needed to enter the students for the assessment in a timely manner, including the completion of estimated entries, exam entry marksheets, and by confirming exam board, module/unit code and student full name. as required by the Examinations Officer
- In consultation with the Examinations Officer and where appropriate, ensure all controlled assessment and coursework marks are submitted directly to the awarding bodies, using the exam board's secure internet access

- Ensure that sufficient and suitable supervision is put in place for a controlled assessment. in accordance with JCQ and the awarding body's' requirements. Be aware that requests for additional supervision by invigilator staff may be charged to the curriculum budget

## 2.3 **TEACHING STAFF**

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments* (Appendix 3), and any subject specific guidance eg, speaking component Modern Foreign Languages
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- 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
- Supervise assessments (at the specified level of control – Appendix 3). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows
- Candidates should place quotation marks around any passages that have been derived from a published source and give detailed references, preferably in a bibliography or as a reference on the relevant page of their assignment
- Ensure that students and supervising teachers sign declaration of authentication forms on completion of an assessment
- Mark internally assessed components in line with the guidance and mark schemes provided by the awarding body. Submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded
- Retain candidates' work securely in a lockable cupboard/filing cabinet 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 (Appendix 4 – Appeals Policy)
- Ask the Special Educational Needs Co-ordinator (SENCo) or the member of staff responsible for access arrangements for any assistance required for the administration and management of access arrangements

## 2.4 **EXAMS OFFICE STAFF**

- Enter students for individual units before the deadline for final entries
- Enter students' 'cash-in' codes for the terminal exam series
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format until such time as these are passed to the teacher
- Distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines

- On the few occasions where invigilators will be required to supervise the controlled assessment, arrange staffing as directed by the SLT
- Provide CTLs/subject leaders with secure log in details to enable controlled assessment marks ( and coursework marks) to be submitted directly to the awarding bodies via secure internet website, where appropriate level of access can be delegated

## 2.5 **SENCO/ADDITIONAL LEARNING SUPPORT**

- Ensure access arrangements have been applied for in accordance with the current 'JCQ Adjustments for candidates with disabilities and learning difficulties'
- Work with teaching staff to ensure requirements for support staff are met
- On the day of a controlled assessment, ensure that appropriate resources are provided for teachers by relevant members of Learning Support Team

2.6 All staff should refer to the current JCQ Instructions for Conducting Controlled Assessments, and JCQ rules for GCSE specifications from June 2014 Terminal requirements, re-sits and cashing in, which is available from the exams office and appended to this policy (Appendix 3).

Agreed by Staff	Agreed by Pupils	Agreed by Governors	Review Schedule	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed
26 JAN 2012	N/A	26 JAN 2012	3 YEARS	26 NOV 2015			
Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed	Date Reviewed

## APPENDIX 1 – RISK MANAGEMENT PROCESS

Risks and Issues prior to assessment	Possible remedial action		Staff
	Forward planning	Action	
<b>Timetabling</b>			
Assessment schedule clashes with other activities and / or too many assessments close together	Plan/establish priorities at the start of academic year for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties. Communicate dates to students. Ensure “catch-up” dates allocated for absent students	Curriculum Team Leaders (CTL’s)
<b>Accommodation</b>			
Insufficient space and / or facilities in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessment	Use more than one classroom or multiple sittings where necessary. Book rooms / facilities well ahead of planned assessment date	CTL’S
<b>Access Arrangement Resources &amp; Support</b>			
Insufficient laptops, data storage devices, other materials or appropriately trained staff to support candidates with access arrangements	Notify Learning Support and Exams Offices of requirements in advance of assessments, avoid clashes with other subjects	Before scheduled date of assessment inform Exams Office and Learning Support and agree process for booking collecting and returning equipment, negotiate with Learning Support for 1:1 access arrangements	CTLs/ SENCo
<b>Task setting</b>			
Teaching staff/assessors fail to correctly set tasks and moderate as required in the awarding body specification	Ensure teaching staff/assessors understand that it is their responsibility to set the task as defined in the awarding body specification	Seek guidance from the awarding body. Inform teaching staff that tasks <b>must</b> be developed in line with the requirements of the specification	SLT/CTL’S

<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	CTL'S / I.T Team
Teaching staff/assessors unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff/assessors have access rights for correct area of awarding body secure extranet sites ahead of time	CTL'S/IT TEAM/EO
<b>Control levels and Supervision</b>			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	CTL's/TEACHERS
Student study diary/plan not provided or completed	Ensure teaching staff/assessors are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	CTL'S/TEACHERS
Teaching staff/assessors do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff/assessors understand nature of controlled assessments and their role in supervision	Training and guidance should be given to all staff new to supervising assessments	SLT/CTL'S
A teaching staff/assessors are <b>not</b> available for supervising the assessment on the scheduled date	A suitable supervisor must be arranged for any controlled assessment where a teacher/assessor is not available, in line with the awarding body specification Inform Exams Office in advance if invigilation required	Teacher / CLT must arrange for a suitable supervisor well in advance of the assessment. Full guidance notes for the task must be provided to the supervisor on the day and IT back-up arranged if applicable	CTL'S
<b>Security of materials</b>			
Assessment tasks and candidate's work not kept secure before, during or after assessment	Define the appropriate level of security in line with the awarding body's requirements for each department and look at provision for suitable storage at the start of each GCSE/GCE course. Ensure teaching staff understand importance of task security and level of security required in line with awarding body requirements	Contact the awarding body to request/obtain different assessment tasks Ensure lockable storage available for all assessments within departmental offices or alternative secure storage within the Centre Ensure materials taken to secure storage after each use. Ensure IT systems secure if saving work on 'o' drive	CTL'S

<b>Deadlines</b>			
Deadlines not met	Ensure all candidates are briefed on deadlines and penalties for not meeting them. Time should be built in to allow for marking and the completion of paperwork before the Exam Office deadline	Mark what candidates have produced by deadline. Seek guidance from awarding body / EO	TEACHERS/CTL/EO
Assessment marks submitted to awarding body/ moderator, lost in/delayed by the postal system	Ensure all CTLs have instruction, means and capability to submit marks online direct to awarding bodies for secure, efficient, and effective process. Set internal deadline for submitting marks to allow review of process and resolve any issues. Aim to initiate process for Summer exams	Exams Office to review requirements and provide instructions on process, logistics, access to secure awarding body website, and internal deadlines, and share with CTLs for discussion, review and agreement of practicalities of implementation CTLs to instruct teachers on agreed process	
Marksheets and forms to be submitted to the awarding body incomplete, incorrect, illegible	Ensure teaching staff are given clear and achievable deadlines (prior to the awarding body deadline) to complete and check marking/paperwork, and to submit to Exams Office in a timely manner to allow for collation, checking and processing	Plan assessments, moderation and completion of paperwork in realistic achievable timescales to ensure all processes completed in advance of awarding body deadline and having regard to school holidays	
<b>Malpractice</b>			
Ensure candidates and teaching staff know the rules surrounding their assessment	Issue students with JCQ Instructions for Candidates for controlled assessments prior to the date. Ensure candidates are reminded to hand in any phones / work brought to the assessment in error before each session	Seek guidance from awarding body / EO	CTL'S/TEACHERS/EO
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in All GCSE controlled assessments will require the completion of a study diary or study plan	Find candidate and ensure form is signed BEFORE handing marks / work to EO Ensure study diary/plans completed throughout the duration of the assessment period	CTL'S/TEACHERS
Teaching staff/assessors fail to complete authentication forms or leave before completing authentication	Ensure teaching staff/assessors understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	CTL'S/EO

Marking			
Teaching staff/assessors interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for remarking. Consult awarding body specification for appropriate procedure	CTL'S/TEACHERS
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted	Check with the awarding body whether a later standardisation event can be arranged	CTL'S/TEACHERS



## **APPENDIX 2 – MALPRACTICE**

"Malpractice" means any act, default or practice which is a breach of the Regulations or which:

- Compromises, attempts to compromise or may compromise the process of assessment, the integrity of any qualification or the validity of a result or certificate; and/or
- Damages the authority, reputation or credibility of any awarding body or centre or any officer, employee or agent of any awarding body or centre

Instances of malpractice arise for a variety of reasons:

- Some incidents are intentional and aim to give an unfair advantage in an examination or assessment
- Some incidents arise due to ignorance of the regulations, carelessness or forgetfulness in applying the regulations
- Some occur as a direct result of the force of circumstances which are beyond the control of those involved (eg a fire alarm sounds and the exam is disrupted)

### **Centre Staff Malpractice**

"Centre Staff Malpractice" means malpractice committed by a member of staff or contractor (whether employed under a contract of employment or a contract for services) at a centre, or an individual appointed in another capacity by a centre such as an invigilator, an oral language modifier, a practical assistant, a prompter, a reader, a Sign Language Interpreter or a scribe to a candidate.

A failure by a centre to investigate allegations of suspected malpractice in accordance with the requirements in this document also constitutes malpractice.

### **Candidate Malpractice**

If the class teacher suspects malpractice the Curriculum Team Leader and SLT Line Manager must be informed at the earliest opportunity.

Malpractice is defined as candidates:

- Submitting work that is not their own
- Lending their work to others to allow it to be copied
- Allowing others access to or use of their own independently sourced material (they may lend books but must not plagiarise the research)
- Use any book, or internet or other sources without acknowledgement or attribution
- Submit work processed by a third party without acknowledgement

The Curriculum Team Leader must refer to the JCQ Instructions for Conducting Controlled Assessments for the latest guidance ([www.jcq.org.uk](http://www.jcq.org.uk) – Appendix 3). The Curriculum Team Leader must inform the Exams Officer of the incident and keep records of all actions.

Irregularities discovered prior to candidates signing the authentication declaration may be dealt with through the centre's internal procedures and need not be reported to the Awarding Body. Details of any work, which is not the candidates own, must be recorded on the authentication form. Centre irregularities must be reported to the Exams Officer and to the Board.

Curriculum Team Leaders and Heads of House must be informed of the malpractice of the candidates involved and their parents notified; consequent actions will be determined by the level of the malpractice.

If a candidate's work has been lost within the centre or accidentally destroyed the circumstances **should be reported immediately** to the awarding body via the Exams Officer.

**APPENDIX 3 – JCQ INSTRUCTIONS FOR CONDUCTING CONTROLLED ASSESSMENTS (LEGACY GCSE QUALIFICATIONS) & JCQ RULES FOR GCSE SPECIFICATIONS TERMINAL REQUIREMENTS, RE-SITS & CASHING IN**

JCQ guidance can be accessed from the JCQ website:

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

## **APPENDIX 4 – INTERNAL APPEALS PROCEDURE AGAINST INTERNAL ASSESSMENT DECISIONS & EXTERNAL ASSESSMENT OUTCOMES**

### **Part One: Appeals Against Internally Assessed Marks (GCSE Controlled Assessments & GCE Coursework Units)**

Redland Green School is committed to ensuring that:

- Internal assessments are conducted by staff who have appropriate knowledge, understanding and skills
- Assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification
- The consistency of the internal assessment is secured through internal standardisation where necessary
- Staff responsible for internal standardisation attend any compulsory training sessions

Each awarding body specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment and the final judgement on marks awarded is that of the awarding body.

If work has not yet been sent to the awarding body the school's internal procedures apply.

If the work has been sent to the awarding body for moderation, the work will be subject to the Awarding body's own procedures.

The process of querying a grade may involve three steps and should only be required in exceptional circumstances after all other discussions with the student have failed to resolve the matter. 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.*

#### **Step 1 – An Enquiry to the School by the Candidate**

If a student is unhappy with the mark awarded for internal assessment they should ask the subject teacher to explain why the mark was given.

#### **Step 2 – A Formal Appeal to the School from the Candidate**

If they are not satisfied with the explanation they may write to the Examinations Officer using the **Internal Appeals Form** within 5 days of the mark being disclosed stating their grounds for the disagreement with the mark given.

The purpose of this appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practise.

Appeals should be made as early as possible and before the end of the last externally assessed paper in the examination period.

This will then be investigated by one senior member of staff and at least one other suitably qualified member of staff. None of the investigating members of staff will have been involved in the internal assessment decision. The student will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the internal assessment procedure.

### **Step 3 – A formal Appeal to the Head of Centre**

If the student is not satisfied with the written response, then they should be allowed a personal hearing. In this instance the student should write to the Head of Centre within 5 days of the written response asking for a hearing to occur and giving their reasons for their disagreement.

The school must give:

- Reasonable notice of the hearing
- Sight of all relevant documents
- Allow the student to be accompanied by a parent or friend
- The opportunity to hear teachers' submissions and vice versa
- Notice of who will hear the appeal

A senior manager and a Governor will hear the appeal and must be independent of the case.

Written records will be taken throughout the appeal and will include the outcome and the reasons for that outcome. A copy should be sent to the student within 5 working days.

The awarding body should be notified if there is any change to an internally assessed mark ensuring this is done before certificates are printed and issued.

### **Part Two: Enquiries & Appeals About External Assessment Marks**

#### **1. Enquiries About Results, EaRs**

If a student is concerned about the grade(s) they have been awarded in public examinations it is possible to query the results; Enquiries about Results (EaR). Before deciding to have a clerical re-check or re-mark the student must be made aware that a remark request can result in the grade being:

- Raised
- Confirmed as correct at the same level
- Lowered

A fee will be requested for this service and this is only refunded should the **certification grade** increase (ie not just the mark awarded).

The school can ask the awarding body to re-check or re-mark grades, or for the re-moderation of coursework. Before such an enquiry can be submitted the student must give their written permission. To proceed with this enquiry:

- The student should complete the Result Enquiry Request Form and return to the Examinations Officer within the stated deadlines. Forms can be obtained from the Examinations Office or reception
- The fee for this service, as stated on the form, must be paid

If a number of scripts in one subject are deemed "significantly different to their predicted grades" then the subject teacher (with the candidate's permission) may request a remark on the student's behalf, but must first obtain the student's written permission. In these cases, the school will bear the costs and not the candidate. Requests can only be made where students have failed to achieve their predicted grade.

#### **2. Stage One Appeal to the Awarding Body from the School**

If the outcome of a query is not satisfactorily resolved then a formal appeal in the form of a written submission can be made by the Head of Centre at Redland Green School. If a student wishes to pursue this course of action to proceed they must:

- Write to the Head of Centre stating the reasons for the appeal within 7 calendar days of the outcome of the enquiry

- The Head of Centre will decide whether there is a valid argument (after discussion with the subject teacher or Head of Department). They will communicate their decision whether to appeal or not in writing
- The school will present the Stage One appeal to the awarding body
- If it is accepted that there are grounds for the appeal, the case will be examined by a senior officer within the awarding body with no previous involvement in the matter. All relevant awarding body procedures leading up to the decision will be checked for compliance with the regulator's 'Code of Practice'. Following the investigation, the appeal will either be upheld or disallowed. In the case of Enquiries after Results, a report of the investigation will be sent to the Head of Centre
- If a Stage One appeal relating to an EaR is upheld, a further review of the candidate's work may be undertaken
- The school will inform the student regarding the awarding body's final decision as soon as this is received from the examination board

### **3. Stage Two Appeal to the Awarding Body from the School**

If the outcome of a Stage One appeal is not satisfactorily resolved then the student may write to the Head of Centre at Redland Green School within 7 calendar days of the outcome of the awarding body's appeal decision being received.

- The Head of Centre will decide whether there is a valid case to appeal
- If it is considered a valid case, the Head of Centre will make the formal Stage Two appeal within 14 calendar days of the Stage One outcome
- The candidate will be notified about the Stage Two outcome

A Stage Two Appeal includes the opportunity to present a detailed case to an impartial body appointed in accordance with the regulator's *Code of Practice* at a formal hearing. Following a hearing, the decision of the panel will be communicated to both parties within five working days with a full report provided within 28 calendar days

### **4. Examinations Appeals Board**

If the Head of Centre remains dissatisfied with the decision of the Stage Two appeals panel, they may appeal to the Examinations Appeals Board (EAB).

## **Part Three: Appeals Procedure Against Centre Decisions not to Support an Enquiry About Results**

Following the issue of results, the general qualification awarding body's 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) 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.

When Redland Green School does not support an Enquiry about Results 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) 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 appeal against outcome of moderation.

#### **Part Four: Appeals Procedure Following the Outcome of an Enquiry about Results, EaR**

Where the Head of Centre remains dissatisfied after receiving the outcome of an EaR, an appeal will be made to the awarding body, following the guidance in the JCQ publications *Post-results services* <http://www.jcq.org.uk/exams-office/post-results-services> and *A guide to the awarding bodies' appeals processes* <http://www.jcq.org.uk/exams-office/appeals>.  
<http://www.jcq.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 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 procedure (Part One). Candidates or their parents are not permitted to make direct representations to an awarding body.

The **Internal Appeals Form** should be completed and submitted to the centre within **7 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**

Name of appellant	Candidate name <i>if different to appellant</i>
Awarding body	Unit/module/exam paper code
Subject	Unit/module/exam paper title

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 Examinations Officer, on behalf of the Head of Centre, to the timescale indicated in the internal appeals procedure.**

The internal appeals procedures for Redland Green School have been produced to demonstrate compliance with the following:

### **JCQ General Regulations for approved centres**

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

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

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

5.8 The centre agrees to have in place, and be available for inspection purposes, a **written** 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.)

### **Post-Results Services and Appeals**

5.14 The centre agrees to have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (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>  
<http://www.jcq.org.uk/exams-office/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.**

#### **1. 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/exams-office/appeals>

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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**

<https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice>

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/controlled-assessments>

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

<https://www.gov.uk/appeal-exam-result><https://www.gov.uk/appeal-exam-result>

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