

Exam and Controlled Assessment Policy

Policy Statement:

Introduction/Principles

After a 2011/12 program review, the RSSD continues to provide G.C.S.E courses and exams in French, German, Maths and English. In order to provide our students with experience of the G.C.S.E. system and to get grades in the 2 core subjects that support our recommendations in their move to post 16 education. We have dropped English literature, but will continue a literature program, EPC and we are now piloting the International Steiner Schools Certificate level 1 in class 10, which has been developed in New Zealand. New Zealand level 1 is equivalent to level 2 in GB.

We are continuing to develop the use of European Portfolio Certificates in various subjects in classes 9 & 10. The ISSC units do not involve a separate programme and link to our main lessons.

Moderation and quality assurance for the ISSC assessments are being developed with the New Zealand representatives.

A science club will continue to cover G.C.S.E. topics without actual exams.

Our careers “officer” has visited local colleges and they are still happy to accept our students with our recommendations, and will not demand 5 G.C.S.E.'s.

We intend to use AQA examination board for French, German, Maths and English G.C.S.E's.
Maths has no controlled assessments.

The students in classes 9 and 10 choose to take any of these G.C.S.E examinations; if they choose not to they will nevertheless follow the program in the subject with adaptations for their individual learning.

Re-sits will only be considered if formal special consideration applies to the circumstances. Appeals can be made against internal and external marking.

Responsibilities.

The RSSSD is a non-hierarchical organisation. The responsibility of running the whole U.S curriculum and G.C.S.E courses lies with the individual subject teachers in collaboration with each other and supported by the chair, and a steering group who maintains an overview, and ensures that policies and procedures are followed, linking to whole school considerations.

The U.S teachers group meets weekly to organise and monitor all curriculum responsibilities and timetable issues including the managing of examinations.

The teachers responsible for each subject meet to coordinate controlled assessments and examination management: choices of exam board, timetabling, room allocation, security, storage, invigilation, communication with parents and U.S group as a whole.

Subject departments – (usually two teachers) are responsible for the management of all aspects of course management; policies, course planning, course content, links with learning support/special arrangements, monitoring student's progress, feedback to students and parents, internal standardisation, marking, filing, secure storage, managing timetables and rooms, materials, exam board communication, entries, contingency arrangements for absences, retakes and timetable clashes.

Reports are made to U.S groups who will help ensure correct procedures and deadlines.

All relevant teachers will fully understand official procedures and will have copies of the relevant exam board material, dates and deadlines.

- * JCQ instructions for conducting controlled assessments
- * JCQ instructions for conducting examinations etc.
- * JCQ risk management process
- * School's Controlled Assessment policy procedure and Appeals procedure/policy.
- * Special arrangements booklet

Procedure:

Departments devise schemes of work and study leading to controlled assessment (& examinations).

Timing will be subject specific and timetabled with agreement from U.S group

Dates for assessment will be communicated to parents and students in the Autumn term of class Ten and Spring term of class Nine.

Links to learning support, special arrangements, are ongoing and information about illness and absences of students will be shared with other departments and U.S group.

Resits will be considered in terms of special consideration criteria: i.e. Doctor's report or other evidence.

In the case of absences/resits: all attempts will be made to schedule in school time, but as the whole curriculum is equally important this may have to be after school hours at the parent's financial expense.

Language Department will arrange support for invigilating orals and feedback sessions. Departments will ensure marking and learning guidance is helpful and focused on individual progress.

Internal marking will be standardised by exam board meetings and inter teacher support. Students/parents can appeal against internal or external marking. See policy.

Work in progress will be stored securely. Heads of department will have keys. Details of this process not to be published.

The school will adopt example Risk management procedures.

GCSE Examinations

Arrangements for appeals about internal assessment decisions and enquiries about results.

A student and /or their parents have the right to enquire about the student's exam results and to have their external and internally graded work reassessed.

Externally graded work

- 1) If any candidate feels dissatisfied with their results a letter should be written to the relevant subject teacher requesting that they put the relevant exam board's 'enquiry procedure' into action. The procedure costs £36 and should be requested as soon as the grades are known.
- 2) If the teacher refuses to support this request, the student or parent may appeal against this refusal using the procedure set out below.

Internally graded work, and refusals to invoke the 'enquiry procedure'

1. Appeals concerning internally graded work and refusals to invoke the 'enquiry procedure' should be made in writing to the Upper School Chair as soon as possible and no later than within one month of receiving the grade.
2. The Upper School Chair will appoint a teacher from another department to supervise the appeal process.
3. The teacher giving the grade will be asked to reassess and explain his/her reasoning in writing. A copy will be sent to the candidate.
4. If the reassessment and explanation are not accepted by the candidate, he or she may ask the supervising teacher to arrange an independent appeal hearing.
5. Before the hearing the candidate is to be given access to all documents and grades. Reasonable notice of the date for the hearing must be given and the person bringing the appeal has the right to be accompanied to the hearing by a supporter.
6. The panel for the hearing will be made up of a Senior Teacher familiar with the grading system and one member of the School Council, together with the supervising teacher. The teacher giving the grade and the person bringing the appeal will state and discuss their cases in front of the panel.
7. Following the hearing the panel will communicate their decision, with reasons, to both the teacher giving the grade and the person bringing the appeal.
8. The whole process should aim to be completed within three weeks.

Written by: Angela Martinot
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