Secondary Examination Policy

Policy Number:	YH079
Version:	V01
Date of issue:	April 2022
Date of Review:	February 2024
Date of Next Review:	February 2026
Policy Author:	Head of Education
Ratified by:	Liam Gaster – Head Teacher

Please note that this policy has been created in line with guidance from the Joint Council for Qualifications (JCQ). Yarrow Heights School guarantees to cover all costs associated with official examinations, including retakes.

Read in conjunction with YH079 – Exam Contingency Plan

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Yarrow Heights School documentation, including particulars of employment, it is non-contractual.

Yarrow Heights School is owned and operated by Cavendish Education.

Contents:

Yarrow Heights School is owned and operated by Cavendish Education.

Statement of intent

<u>Yarrow Heights School</u> believes that, in order to facilitate teaching and learning, a comprehensive assessment strategy is essential.

We are committed to:

- Ensuring early and accurate identification of individual needs.
- Involving all staff, pupils and parents in the assessment process.
- Ensuring pupils have individual targets.
- Regularly monitoring progress.
- Setting individual pupil targets which are SMART:
    - **S**pecific
    - **M**easurable
    - **A**chievable
    - **R**ealistic/relevant
    - **T**ime bound
- Acknowledging achievement.
- Working with other agencies as needed.

Yarrow Heights School is owned and operated by Cavendish Education.

CAVENDISH
EDUCATION

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- JCQ (2022) 'Instructions for conducting examinations'
- JCQ (2022) 'General Regulations for Approved Centres'
- JCQ (2023) 'AI Use in Assessments: Protecting the Integrity of Qualifications'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Marking and Feedback Policy
- Non-examination Assessment Policy
- Exam Appeals Policy
- Exam Contingency Plan
- Child Protection and Safeguarding Policy

2. Principles

Using the principles and processes of assessment, our aims are to:

- Comply with the relevant awarding body's statutory assessment requirements.
- Monitor progress and support learning.
- Celebrate the achievements of pupils and identify areas for development.
- Inform pupils of their progress and provide advice on how to improve.
- Guide the planning, teaching, additional support, curriculum development and the creation of resources.
- Communicate with parents and the wider community about pupils' achievement.
- Provide assessment information to ensure continuity when a pupil changes year group or leaves the school.

3. Definitions

The following definitions apply for the purposes of this policy.

Assessment: Activities undertaken by pupils that assess their skills, which:

- Provide information to use as feedback.
- Enable modification of teaching and learning activities to improve achievement.
- Lead to formative or summative feedback regarding a pupil's academic progress.

Diagnostic assessment: Any activity which aims to quantify what pupils already know about a topic and gives teachers initial data to measure progress from.

Formative assessment: Any activity which assesses progress throughout the school term and guides teachers in how to modify their teaching to help their pupils achieve.

Summative assessment: Activities and examinations which formally assess final achievement at the end of the year.

Individual learning plans (ILP): A plan which shows how a pupil will get from their starting point on a learning journey, to the desired end point.

Feedback: A strategy which allows teachers to comment upon a pupil's learning objectives and/or success and note where the success criteria were not met, or set a suggestion and/or question to encourage further thinking.

4. Rationale

The process of assessment is central to helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning, resources, and support.

Schemes of assessment also inform whole-school objectives and training. Assessment is integrated methodically into teaching strategies, so that progress can be monitored and barriers to learning can be identified at a pupil, group, class or whole-school level.

Regular reviews will take place and plans will be communicated and actioned at all levels, to ensure a successful assessment process.

The school's chosen assessment frameworks will be free from bias, stereotyping, generalisation and discrimination.

The school's assessment procedures will take account of pupils' additional needs and SEND, and the progress of different cohorts of pupils is analysed to ensure that the needs of individuals and specific groups are met.

5. Roles and responsibilities

The Head Teacher will be responsible for:

- Monitoring the success of this policy.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.
- Reviewing this policy on an **annual** basis, in conjunction with relevant members of staff.

The Head of Education will be responsible for:

- Ensuring this policy is adhered to consistently across the school.
- Familiarising themselves with relevant guidance from awarding bodies and the JCQ.
- Ensuring staff are supported and appropriately trained to undertake their duties in relation to examinations and assessments.
- Ensuring staff with responsibilities relating to assessment and examinations meet internal and external deadlines.
- Advising parents that they must not contact awarding bodies directly and that all queries must be directed to the school.
- Handling complaints regarding this policy in line with the school's Complaints Procedure Policy.

In relation to formal examinations, as the head of the centre, the headteacher will be responsible for ensuring the school complies with relevant guidance from awarding bodies and the JCQ.

The examinations officer will be responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.

Yarrow Heights School is owned and operated by Cavendish Education.

- Carrying out all necessary duties as directed by the headteacher.
- Collecting and interpreting assessment data.
- Implementing systems for identifying, assessing and reviewing ILPs for all pupils.
- Updating the SLT on the effectiveness of the provision, using local, national and school-level assessment data.

The SENCO will be responsible for:

- Determining appropriate arrangements for pupils with SEND.
- Coordinating support for pupils with SEND.
- Reviewing relevant ILPs and managing statutory assessment for pupils with SEND.

Class teachers will be responsible for:

- Setting individual targets for pupils.
- Maintaining accurate pupil records.
- Reporting progress to parents.
- Contributing to ILPs, as required.

Invigilators will be responsible for:

- Familiarising themselves with, and following, relevant guidance from awarding bodies and the JCQ.
- Ensuring all pupils have an equal opportunity to demonstrate their abilities, e.g. making sure no additional notes are brought into the examination room.
- Ensuring the security of the examination materials during examinations.
- Preventing and reporting possible pupil malpractice.
- Preventing possible administrative failures.

6. Training of staff

Teachers and classroom support staff will be provided with a copy of this policy as part of their induction and are informed of any changes to this policy.

All teachers and classroom support staff will be trained to identify pupils potentially at risk of not meeting their expected targets, so that appropriate support can be put in place for these pupils.

Teachers and classroom support staff will receive regular and ongoing training as part of their development.

Invigilators will be given appropriate training and a record of this training is kept.

Examination timetables

For general qualifications, the published starting time of all morning examinations will be <u>9:00am</u>, and the published starting time for all afternoon examinations will be <u>1:30pm</u>. Other timings may apply for vocational qualifications.

Once the examination timetables have been released by the awarding bodies, the school will create and distribute individual examination timetables for all pupils, as well as a collective timetable for the school.

Pupils will always be allowed the full amount of time specified for the examination, as per the awarding body's published timetable.

Yarrow Heights School is owned and operated by Cavendish Education.

Examination timetables will not be amended for any of the following reasons:

- Work experience
- A school function
- A school trip
- Sporting events below international level
- Holidays or weddings
- A pupil's personal arrangements

The school will not enter candidates for the same subject at the same qualification level with more than one awarding body in the same series.

Examination materials

The school will immediately inform the awarding body if the security of examination materials is put at risk.

Deliveries containing confidential examination materials will be signed for and a log will be kept at the initial point of delivery.

Confidential materials will only be delivered to those authorised by the headteacher.

At the point of delivery, examination materials will be moved to a designated secure room in the school.

All examination materials will be checked by an authorised member of staff in the designated secure room. The awarding body will be informed immediately if there are any problems, including any of the following:

- It appears that the parcel or one of the packets has been opened during transit
- There are any differences between the material received and the dispatch or delivery note
- The material has been significantly damaged in transit or upon opening
- The material appears not to meet the school's requirements
- The material has been received in error

Examination materials will only be accessed in accordance with the awarding body's specific instructions.

Only staff members authorised by the headteacher will be allowed to access the school's secure storage facility.

Any examination stationery, e.g. answer booklets, will be stored in the secure room.

Mock examinations and internal school assessments that are stored in the designated secure room will be kept separately from 'live' awarding body materials at all times and will be clearly identified.

Additional secure rooms will be identified in the school where the volume of examination materials is too great to be securely stored in one room.

Supervision

Yarrow Heights School is owned and operated by Cavendish Education.

No additional paperwork will be required to permit a pupil to start an examination late. Where this is implemented, late arriving pupils or early departing pupils will be supervised as if the specified starting time had been in place.

Pupils who take an examination earlier than the published starting time will stay under supervision until one hour after the awarding body's original published start time.

Pupils who take an examination later than the published starting time shown on the timetable will be under supervision from 30 minutes after the published starting time for the paper concerned until they begin the examination.

If pupils are taking two or more examinations in a session and the total time is three hours or less, the school will decide the order in which the pupil will sit them. The school will give pupils a supervised break of no more than 20 minutes between papers within a session; this will be conducted within the examination room under formal examination conditions at all times.

If pupils are taking two or more papers timetabled in a session and the total time is more than three hours, including extra time and/or supervised rest breaks, the school will conduct an examination in a later or earlier session within the same day. No additional paperwork will need to be completed. Prior permission from an awarding body will not be required. The security of the examination will still be maintained.

Overnight supervision arrangements will be organised only in exceptional circumstances and as a last resort. These circumstances may include, but are not limited to, the following:

- When a pupil is entered for multiple examinations (more than three), which are timetabled for the same day, and the total duration of those papers is more than:
    - Six hours for GCE examinations, including extra time and/or supervised rest breaks.
    - Five and a half hours for GCSE examinations, including extra time and/or supervised breaks.
- At the discretion of the examinations officer, pupils may be allowed to take an examination the following morning, including Saturdays.

Pupils will not be allowed to take an examination a day earlier than the timetabled date.

The overnight supervision arrangements will ensure that the pupil does not have advanced warning of the content of the examination. This means that the candidate will not meet or communicate with anyone who may have knowledge of the content.

Pupils will be supervised at all times during examinations.

While being supervised, pupils will not be permitted to have any electronic communication devices, have access to the internet, or be coached by a member of staff.

Other arrangements for pupils

If permitted by the awarding body, pupils may use additional equipment, e.g. calculators or dictionaries. Any additional equipment will comply with the awarding body's specification. Pupils are responsible for providing this additional equipment, but additional equipment will be provided if necessary.

Reasonable adjustments will be arranged for pupils where necessary, and in line with JCQ guidance and instructions from awarding bodies, e.g. coloured paper, enlarged print and word processors.

Any pupil suffering from, or suspected of suffering from, an infectious or contagious disease will take the examination in a separate room in which all instructions for conducting examinations can be applied.

Pupils will be provided with a copy of the JCQ's 'Information for candidates' documents prior to any examinations taking place.

Contingency arrangements

The school has an Exam Contingency Plan that will be implemented where necessary.

7.   Before examinations

The school will ensure it has the equipment it needs to conduct examinations safely and effectively, including any online examinations, prior to its commencement. Equipment will be checked beforehand to ensure it is in working order. This includes, but is not limited, the following:

- Tables and/or desks
- Seating
- Clocks
- Whiteboards
- Spare additional equipment, e.g. calculators and dictionaries
- Computers, where there are online exams
- Specialist materials, where it has been identified they are required, e.g. coloured paper

Examination materials, i.e. exam papers, will not be removed from the secure facility and taken to the examination room any earlier than 60 minutes prior to the starting time for the examination.

Once the examination materials have been moved to the examination room, they will not be left unsupervised.

Pupils will be required to be present and waiting silently **outside of the examinations room** for their examination **15 minutes** prior to the timetabled start of the examination.

Once pupils enter the examination room, they will be under formal examination conditions and will remain so until the point they are permitted to leave. Pupils will be told that they are not permitted to talk to, attempt to communicate with or disturb other pupils once they have entered the examination room.

Pupils will be allocated a seat, which will be indicated on their examination timetables. A seating plan will be available to the awarding body at their request.

Pupils' desks will be a minimum of **1.25 metres** away from any other pupil's, in all directions, to prevent pupils from overlooking the work of others.

When possible, for written examinations:

- All pupils will face the same direction.

Yarrow Heights School is owned and operated by Cavendish Education.

- Each pupil will have a separate desk. If this is not possible, pupils will be positioned far enough away from one another so that their work cannot be seen, and contact cannot be made between pupils.
- Pupils who are working on a drawing board set on an easel or another non-horizontal surface will be arranged in an inward-facing circle or in some similar pattern.

An examination is considered as 'in progress' from the time the pupils enter the room, to the time the scripts have been collected.

A register will be completed, in accordance with the awarding body's specification.

Invigilators will be informed of pupils with access arrangements and of the particular arrangements awarded to pupils.

The examination room will be appropriate for use, with satisfactory heating, lighting, ventilation and levels of noise, whether internal or external, intermittent or continuous.

Any displays that could be of use to pupils, such as providing subject-specific knowledge, will not be visible.

Either an analogue or digital clock will be easily visible to each pupil in the examination room. Countdown or 'count up' clocks are not permitted.

A whiteboard, or similar, will be visible to all pupils and will display the following information:

- School name
- Subject title
- Examination number
- Actual starting and finishing times of each examination (not official published time)
- The school's centre number

Unauthorised materials, such as notes or PowerPoint presentations, will not be brought into the examination room; doing so constitutes malpractice which may result in disqualification from the examination.

Before pupils are allowed to start the examination, the invigilators will always:

- Make sure that pupils are seated according to the set seating arrangements.
- Tell the pupils that they must now follow the regulations of the examination.
- Ask pupils to check that they have been given the correct question paper for the subject (unit/component and tier), if appropriate.
- Tell the pupils to read the instructions on the front of the question paper.
- Check that pupils have all the materials they need for the examination.
- Tell the pupils about any misprinting notices.
- Instruct pupils about emergency procedures, e.g. what to do if there is a fire.

Pupils will not be permitted possession of any of the following unauthorised items:

- Mobile phones
- iPods and other music-playing devices
- Watches

Pencil cases and other stationary holders taken into the exam room will be see-through – pencil cases that are not see-through will be confiscated by an invigilator until the end of the session.

Yarrow Heights School is owned and operated by Cavendish Education.

CAVENDISH
EDUCATION

Unauthorised items will be placed out of reach of pupils, e.g. at the front of the room or outside.

Invigilators will also give pupils the following instructions before the examination, where appropriate:

- Hand in mobile phones and any other unauthorised items if you have not already done so. This is your final chance; failure to do so may lead to disqualification.
- Write clearly and in black ink.
- Write your name and surname, plus your school name, pupil number and unit or component code or paper details on your answer booklet(s) and on any additional answer sheet(s) used.
- Fill in any other details as necessary.
- Do all work, including rough work, on examination stationery unless otherwise stated.
- Write your answers in the designated sections of the answer booklet.
- Neatly cross through any rough work but do not make it totally illegible, as it will be forwarded to the examiner.
- Do any rough work for multiple-choice papers in the question booklet.

Invigilators will inform pupils of the equipment that they should not use during the examination:

- Correcting pens, fluid or tape.
- Erasable pens.
- Highlighter pens in your answers (although pupils may use them to highlight questions, words or phrases within the question paper or question/answer booklet. Pupils may also use a highlighter pen to highlight extracts in any resource material provided).
- Gel pens in your answers.
- Blotting paper.

8. During examinations

Invigilators will follow guidance from the JCQ and the awarding body throughout the examination.

The school will ensure that invigilators have received the appropriate training to ensure they have the required understanding to follow the relevant regulations and guidelines.

Access arrangements will be carried out in line with JCQ requirements and any other requirements from the awarding body.

Invigilators will supervise the pupils throughout the whole time the examination is in progress and give complete attention to this duty at all times.

Invigilators will be vigilant and remain aware of emerging situations, being wary of incidents of malpractice or candidates who need to leave the room, e.g. to go to the toilet.

Incidents of actual or suspected malpractice will be recorded by invigilators.

During a practical examination, if pupils need to move around and if spoken instructions are necessary, they will be limited to those which are essential to achieve the objectives of the examination.

On-screen tests will be conducted in line with JCQ guidance and the guidance of the awarding body. This includes any 'on demand' assessments, e.g. certain functional skills assessments.

Late arrival

Pupils who arrives after the start of the examination, <u>will</u> be allowed to enter the examination room and sit the examination – this is entirely at the discretion of the school.

If a pupil arrives late, they will be allowed the full time for the examination.

A pupil will be considered 'very' late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10:00am for a morning examination or after 2:30pm for an afternoon examination.

For examinations that last less than one hour, a pupil will be considered very late if they arrive after the awarding body's published finishing time for the examination.

Where a pupil arrives very late for an examination, the school will:

- Send the script to the awarding body/examiner in the normal way.
- Follow the reporting procedure of the awarding body.
- Warn the pupil that the awarding body may not accept their script.

The school will provide the following information on the form:

- The reason the pupil arrived late, including any details of special arrangements made for the pupil to reach the centre.
- The actual starting and finishing times of the examination.
- The time the pupil started the examination.
- The time the pupil finished the examination.

Leaving the examination room

For examinations that last one hour or more, pupils will stay under supervision until 10:00am for a morning examination or 2:30pm for an afternoon examination, i.e. one hour after the published starting time for that examination.

For examinations that last less than one hour, pupils will be supervised and question papers will be kept in secure storage until the published finishing time of the examination.

Pupils who are allowed to leave the examination room temporarily will be accompanied by a member staff – this member of staff will not be the pupil's subject teacher or a subject expert for the examination in question. Those pupils may be allowed extra time at the discretion of the school, to compensate for their temporary absence.

If permitted by the awarding body, pupils who have finished their work may be allowed to leave the examination room early; the pupils will hand in their work before they leave the examination room. Those pupils will not be allowed back into the room.

Malpractice

Pupils will be warned about the possible penalties an awarding body may apply if they are found to have committed malpractice.

If a pupil is suspected of committing malpractice, the invigilator will warn the pupil that they may be removed from the examination room.

Yarrow Heights School is owned and operated by Cavendish Education.

The pupil will be warned that the awarding body will be informed of any suspected or confirmed cases of malpractice and that they may decide to disqualify the pupil.

The invigilator will record any malpractice incidents.

The headteacher will follow their duty to monitor and report potential malpractice by invigilators and school staff to the awarding body immediately.

Emergencies during an examination

If an emergency, such as a fire, occurs during an examination, invigilators will:

- Stop pupils from writing.
- Collect the attendance register (in order to ensure all pupils are present) and evacuate the examination room.
- Advise pupils to leave all question papers and scripts in the examination room.
- Tell pupils to close their answer booklets.
- Inform pupils to leave the room in silence.
- Ensure that the pupils are supervised as closely as possible while they are out of the examination room, to make sure there is no discussion about the examination.
- Make a note of the time and duration of the interruption.
- Allow pupils the full remaining working time set for the examination.
- Make a full report of the incident and of the action taken, and send to the relevant awarding body.

If there are only a few pupils, the invigilator will consider the possibility of taking the pupils, with question papers and scripts, to another place to finish the examination if it is safe to do so.

Finishing the examination

At the end of the examination, pupils will be told to stop writing.

Pupils will be informed that they will still be under examination conditions until they have left the examination room, and are expected to act accordingly.

Pupils who arrived late, and who were allowed the full working time to complete the examination, will be allowed to complete the examination.

Pupils granted extra time and/or supervised rest breaks will be allowed to carry on uninterrupted for the necessary additional time.

Where an answer booklet is used, pupils will be asked to check that the necessary information, e.g. their name, has been written on the answer booklet, as well as any additional paper. Pupils will also be asked to check their answers are correctly numbered and that any loose answer sheets are placed inside the answer booklet.

Invigilators will:

- Collect all the examination materials before pupils are allowed to leave the examination room.
- Check that there is an answer sheet for every pupil marked as present on the attendance register.
- Check that the names on the scripts match the details on the attendance register (except for CCEA examinations).

Yarrow Heights School is owned and operated by Cavendish Education.

- Put the examination materials in the order shown on the attendance register.
- Check that pupils have used their correct school name and pupil numbers.
- Give the examination materials to the person responsible for despatching them to the awarding body, e.g. the examinations officer, who will send them as specified by the relevant awarding body.

Scripts will be packed and held in line with JCQ guidance.

9. Examination results

Pupils will receive individual result slips on results day, either in person at the school or by post to their home address.

Results can be collected on behalf of a pupil by third parties, provided they have been authorised to do so. Pupils will provide a letter to this effect.

Arrangements for the school to be open on results days will be made by the headteacher.

Appeals may be requested by school staff or pupils if there are reasonable grounds for believing there has been an error in marking; the pupil's consent will be required before any appeal is requested.

Pupils or parents can request that an appeal be carried out; they will be charged for this service before a request is made to the awarding body. The examinations officer will make available to every pupil on results day an up-to-date table showing the fees and deadline dates for the appeal service as set by the awarding bodies. Each pupil will also be given a copy of an appeal request form.

If a result is queried by a head of department, then the fee will be paid for by the requesting department.

The appellant will be informed in writing of the outcome of their appeal. Further appeals procedures are outlined in the Exam Appeals Policy.

10. Conflicts of interest

Conflicts of interest will be managed by informing the awarding bodies, before the published deadline for entries, of:

- Any members of staff who are taking qualifications at the school which include internally-assessed components or units.
- Any members of staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family, e.g. child, for qualifications which include internally assessed components or units.

Records will be maintained of all instances where:

- Staff involved in examinations have members of their family, close friends or their immediate family being entered for examinations and assessments either at the school itself or other examination centres.

Yarrow Heights School is owned and operated by Cavendish Education.

- Staff are taking qualifications at their school which do not include internally assessed components or units.
- Staff are taking qualifications at other centres.

The headteacher will ensure that the records include details of the measures taken to mitigate any potential risk to the integrity of the qualifications affected.

The records will be retained until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later.

11. Non-examination assessments

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These stages comprise the following:

- Task setting
- Task taking
- Task marking

The functionality of these rules will vary across subjects due to subject-specific content; for example, the implementation of working in silence would not necessarily be applicable in a drama assessment.

The school has a Non-Examination Assessment Policy in place to:

- Cover procedures for planning and managing non-examination assessments.
- Define teaching staff roles and responsibilities with respect to non-examination assessments.
- Manage risks associated with non-examination assessments.

The examinations officer will confirm to the awarding body that such a policy is in place.

For detailed information regarding non-examination assessments, refer to the Non-Examination Assessment Policy.

Internal assessments, mock examinations, revision sessions or coaching sessions will not be conducted in a room designated as an examination room.

12. Target setting

Pupils will complete baseline assessments at the start of the Autumn term, which inform long-term national curriculum-based learning goals.

Stepped, short-term and medium-term targets that lead to the long-term learning goals will be agreed with pupils and clearly displayed as ILPs in age-appropriate language via work books shared with parents.

Before the end of Autumn term in Year 10, all pupils will be assessed to determine their suitability for specific examinations (e.g., GCSE or Functional Skills). The assessment is created by Yarrow Heights staff, and is based on the content in the respective exam syllabi. Pupils and parents will be informed about the exam for which they have been entered as a result of the assessment at the earliest opportunity.

Yarrow Heights School is owned and operated by Cavendish Education.

13. Tracking and reviewing progress

Formative and summative assessment milestones will be recorded electronically using **ARBOR** . National curriculum objectives will only be recorded as 'achieved' when a pupil has 'mastered' them. The extent to which a pupil has mastered a particular learning objective is at the discretion of the class teacher, who will draw upon a range of different sources of evidence (e.g., the pupil's work output in their exercise books, their participation in lessons, formative assessment result).

To assist in guiding each pupil's learning journey, data snap-shots will be taken at class, phase and subject level, **three times a year, towards the end of each term**.

The Assistant Head (Impact) is responsible for monitoring academic attainment data and bringing to the attention of ELT any pupil who's progress is a cause for concern. ELT will then decide on a course of action address the concern. This may include strategies such as 1:1 intervention sessions with an interventions specialist teacher, or an adjustment of the learning plan for a pupil in a particular lesson.

14. Marking and feedback

Pupils' work will be marked in line with the Marking and Feedback Policy.

Marking and feedback will directly relate to subject-specific assessment criteria and individual learning targets.

Teachers will use findings from their marking to address knowledge gaps.

Dedicated time will be allotted during lessons for pupils to review and respond to feedback and make improvements and/or corrections to work.

Feedback will take a variety of forms depending on the age of the pupil, the activity undertaken and the teacher's judgement.

Marking and feedback strategies at the school will include the following:

- Live marking
- In-depth marking with WWW and EBI comments (completed on a half-termly basis as a minimum)
- Peer marking and purple pen 'closing the gap' questions

Achievement will be rewarded in the following ways:

- Work stickers
- Certificates
- Gift cards

15. Records and record keeping

Teachers will use progress records to review pupils' progress, set appropriate targets for the future and form the basis of reports to parents. Teachers are required to record formative assessment outcomes on Arbor every half term, and summative assessment data every term (for core subjects – English, Maths, Reading, Science – only).

Formative assessment outcomes are rated as **S**ecure, **D**eveloping, **E**merging, and **B**elow Emerging. Summative assessment data is represented by an alphanumerical grading system exclusive to Yarrow Heights, For example, the grade **7a** represents a pupil who is capable of

Yarrow Heights School is owned and operated by Cavendish Education.

completing more challenging work from the Year 7 curriculum. A grade of **7c** represents a pupils who is capable of completing less challenging work from the Year 7 syllabus.

The exception to the above paragraph is for academic data from Key Stage 4 – for pupils in Years 10 and 11, their summative attainment data is stored as standardised grades relevant to the exam specification for the qualification in which they are enrolled (e.g., GCSE grades (1-9)).

Summative assessment records, such as GCSE examination results, will be kept <u>electronically</u> and held for <u>six years</u> after the year of the examination.

Formative assessment records, such as pupils' work, will be held for <u>one year</u>.

16. Standardisation and moderation

The process of moderation is an essential part of the assessment system. Teachers will be involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues
- Partnership with colleagues from other schools within the local area
- Attendance at exam board standardisation meetings
- Attendance at LA sessions to ensure judgements are in line with other schools

Portfolios of moderated work will be kept securely by subject leaders.

17. Reporting

A written report for each pupil will be sent to parents twice per year. Reports outline pupils' progress in core subjects. Teachers will make comments on the attainment of each pupil in terms of national age-related expectations.

Reports will promote:

- Positive home-school relationships.
- Information for parents.
- Opportunities for discussion with parents/carers.
- In some cases, information for partnership agencies.

Parents will be invited to attend parents' evenings with their child's teacher during the Autumn and Spring terms. Parents will also be welcome to discuss the progress of their child with class teachers at other times.

Although reports are provided biannually, parents are able access their child's academic progress data (both formative and summative) in real time on Arbor whenever they like.

The headteacher will report progress to the governing board on a <u>termly</u> basis, in the form of a headteacher's report.

18. Artificial intelligence (AI) misuse

Artificial intelligence (AI) misuse

Pupils found to be misusing artificial intelligence (AI) will have committed malpractice and may be subjected to substantial sanctions, e.g. disqualification. Staff and pupils will be made aware of the risks of using AI and will be clear on what constitutes malpractice. Staff will be required to ensure that

Yarrow Heights School is owned and operated by Cavendish Education.

CAVENDISH
EDUCATION

pupils' work submitted for assessment is demonstrably completed independently by the pupils. Teachers and assessors will only accept work for assessment which they consider to be pupils' own. Where teachers have doubts about authenticity and misuse of AI, they will investigate and take appropriate action.

AI misuse will include but will not be limited to the following:

- Copying or paraphrasing sections of AI-generated content to the extent that it is no longer the pupil's work.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment to the extent that work, calculation, analysis or evaluation is no longer the pupil's own.
- Failing to reference AI tools as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading references or bibliographies.

Relevant individuals will discuss the use of AI and agree their approach to managing pupils' use of AI and ensure that pupils are aware of the consequences of malpractice. The school's policy on malpractice and plagiarism will provide clear guidance on how pupils should reference appropriately, acknowledge AI misuse and when AI may be used.

Every pupil will be issued with a copy of the appropriate JCQ information for candidates and the school will ensure that this information is understood by pupils. Pupils will be reminded that awarding organisation staff, examiners and moderators have established procedures for reporting and investigating malpractice.

To prevent AI misuse, the school will:

- Ensure that access to online AI tools is restricted on devices used for exams (e.g., by restricting access to the internet on devices used by pupils during exams).
- Set reasonable deadlines for work submissions.
- Allocate time for sufficient portions of exam-related work to be done in class under supervision.
- Examine intermediate stages in the production of work in order to ensure that work is underway in a planned and timely manner and that submissions represent a natural continuation of earlier stages of work.
- Introduce classroom activities that use the level of knowledge and understanding achieved during the course so that the teacher can be confident that pupils understand the material.
- Consider whether it's appropriate and helpful to engage pupils in discussions about their work ascertain that they understand it and that it reflects their own work.
- Not accept, without investigation, work which staff suspect has been taken from AI tools.
- Issue tasks which are topical, current and specific and require the creation of content which is less likely to be accessible to AI models trained using historic data.

Assessors will look for indications of potential AI misuse including:

- Default use of American spelling, currency, terms and other localisations.

Yarrow Heights School is owned and operated by Cavendish Education.

- A default use of language or vocabulary which may not be appropriate to the qualification level.
- A lack of direct quotations and references where these are required.
- Inclusion of references which cannot be found or verified.
- A lack of reference to events occurring after a certain date.
- Instances of incorrect and inconsistent use of first-person and third-person perspective.
- A difference in language style.
- A lack of graphs and visual aids where these would normally be expected.
- A lack of specific local or topical knowledge.
- Content being more generic in nature rather than relating to the pupil themselves if this is required or expected.
- Inadvertent inclusion of warnings produced by AI to highlight the limits of its ability.
- The submission of pupil work in a typed format where it would usually be handwritten.
- Indications that AI has been asked to produce an essay several times to add depth, variety or to overcome it's output limit.
- The inclusion of confidently incorrect statements within otherwise cohesive content.
- Overly verbose or hyperbolic language not keeping in line with usual writing styles.

If AI misuse is detected or suspected by the school and a declaration of authentication has been signed, the case will be reported to the relevant awarding organisation for further investigation.

19. Review of implementation

The implementation of this Policy is reviewed annually by the school's Senior Leadership Team in consultation with staff and a report is made to the Governance Body.

The school may submit to Cavendish Education proposals for amendments to this Policy.

Appendix 1

Yarrow Heights School is owned and operated by Cavendish Education.

List of public/standardised/national qualifications offered at Yarrow Heights School

Subject	Exam Board
English Language GCSE	AQA
English Literature GCSE	AQA
Mathematics GCSE (Higher and Foundation)	Pearson Edexcel
Science GCSE (Synergy)	AQA
History GCSE	AQA
Psychology GCSE	AQA
Food Preparation and Nutrition GCSE	AQA
IT User Skills	Pearson Edexcel
Computer Science GCSE	AQA
Art GCSE	AQA
English Functional Skills L1 & 2	AQA
Maths Functional Skills L1 & 2	AQA
ASDAN Certificates (various subjects)	ASDAN
AQA Unit Award Certificates (various subjects)	AQA

Yarrow Heights School is owned and operated by Cavendish Education.