Sydenham School
Quality of Education Policy

Approved by:	Headteacher	Date: 9th November 2021
Last reviewed on:	October 2021	
Next review due by:	October 2022	

Contents

1. Curriculum Principles

Curriculum Intent:

We are a diverse and caring learning community and our values are embedded through a curriculum provision that develops a culture of respect for each other and a belief that outstanding achievement in all areas is an attainable goal for our students. The curriculum is aligned to the school vision and aims which are underpinned by the High Performance Learning Philosophy. At Sydenham we aim to develop the following in all of our students:

- Academic achievement – our students achieve highly through a rigorous and well planned curriculum
- Global citizenship – our students develop a sense of their responsibilities and social justice and are confident about improving their world locally and globally
- Enterprise and confidence – our students are creative and innovative and are able to use their knowledge and skills with confidence and independence.

The key principles of our curriculum are that high levels of performance are attainable for the vast majority of students and that we can systematically teach students how to succeed in school, to be intellectually and socially confident as well as to have a global outlook and a concern for others. To achieve this, our curriculum builds explicit subject knowledge and disciplinary skills and the HPL cognitive competencies - the Advanced Cognitive Performance Characteristics (ACPs) and Values, Attitudes and Attributes (VAAs).

- The curriculum develops students who love the challenge of learning, are resilient to making mistakes and who are curious and enquiring.
- The curriculum meets in full the requirements of current legislation and we endeavor to offer a wider range of subjects than is required.
- The curriculum is designed to be inclusive and to meet the diverse needs and ambitions of all our students. The curriculum is designed to be demanding for all students and does not follow a 'pathways' approach.
- We have a shared approach to teaching core knowledge and skills across the curriculum (ACPs and VAAs)
- The curriculum develops successful learners who make excellent progress, reliably, year on year

- The curriculum promotes a culture of respect and is consistent with the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs
- Students extend and develop their knowledge and skills through extra-curricular activities and home work
- Students develop their knowledge and understanding of literacy and numeracy and additional provision is given through a Not Secondary Ready programme where required
- The curriculum facilitates progression to the next stage of a students' educational journey, for all students.

Implementation:

Our students receive 25 hours of formal taught classes a week and benefit from an enrichment offer of additional clubs and activities. 'Sydenham Teachers Habits', which is informed by Rosenshine's principles of instruction and HPL research, guides teaching at Sydenham

Year 7

Subjects		Periods Per Fortnight
Art	All-ability classes	4
Computer Science	All-ability classes	2
Dance	All-ability classes	2
Design Technology	All-ability classes, carousel of subjects	4
Drama	All-ability classes	2
English	All-ability classes	8
Geography	All-ability classes	5
History	All-ability classes	5
Languages	All-ability classes : French, Spanish or German All-ability classes: Latin	4 2
Mathematics	All Ability classes with NSR nurture group	9
Music	All-ability classes	2
Not Secondary Ready	Identified students (bespoke programme)	6
Physical Education	All-ability classes	2
Religious Education	All-ability classes	2
Personal and Social Education	All-ability classes	1
Science	All-ability classes	6

Tutorial, assembly	All-ability tutor groups	

Year 8

Subjects		Periods Per Fortnight
Art	All-ability classes	4
Computer Science	All-ability classes	2
Dance	All-ability classes	2
Design Technology	All-ability classes, carousel of subjects	4
Drama	All-ability classes	2
English	Ability sets	8
Geography	All-ability classes	5
History	All-ability classes	5
Languages	All-ability classes : French, Spanish or German All-ability classes: Latin (optional twilight)	5 (2)
Mathematics	All Ability classes with NSR nurture group	9
Music	All-ability classes	2
Not Secondary Ready	Identified students (bespoke programme)	6
Physical Education	All-ability classes	2
Religious Education	All-ability classes	2
Personal and Social Education	All-ability classes	2
Science	All-ability classes	6
Tutorial, assembly	All-ability tutor groups	

Year 9

Subjects	No-one is dis-applied from EBACC subjects through choices available	Periods
English	Includes English Literature. Some ability groupings	10
Mathematics	Setted, with majority of class aiming for Higher Tier	10
Science	Setted. (Triple Sciences, Double Science)	11

Core PE	Non-Examination (GCSE PE available within Option choices)	4
Personal, Social, Health & Citizenship Education (non examined)	Non-Examination (GCSE Citizenship available within Option choices) (Drop down days in addition)	1
RE	Most students take the GCSE short course qualification (Drop down days in addition)	1
EBACC Subjects		
History	All-ability classes	4
Geography	All-ability classes	4
Language	Most students choose a language (French, German, Spanish, Latin). Some students will have additional study support in place of a language	5
Option subjects (students will choose 2 of these)	All-ability classes. Art, Business Studies, Child Development, Citizenship, Computer Science, Dance, Drama, Food and Nutrition, Health and Social Care, Media Studies, Music, PE, Product Design, Sociology, Textile, Study Support	5
Tutorial, assembly	All-ability tutor groups	

Years 10 and 11

KS4 Subjects	No-one is dis-applied from EBACC subjects through choices available	Periods
English	Includes English Literature. Some ability groupings	10
Mathematics	Setted.	10
Science	Setted. (Triple Sciences, Double Science)	12
Core PE	Non-Examination (GCSE PE available within Option choices)	4
Personal, Social, Health & Citizenship Education (non examined)	Non-Examination (GCSE Citizenship available within Option choices)	2
RE	Most students take the GCSE qualification	2
EBACC Subjects		
Humanities (History/Geography)	All pupils choose a Humanities subject, plus can study other Humanities subjects in Options if choose.	5

Language	Most students choose a language (French, German, Spanish, Latin). Some students will have additional study support in place of a language	5
Option subjects (students will choose 2 of these)	All-ability classes. Art, Business Studies, Child Development, Citizenship, Computer Science, Dance, Drama, Food and Nutrition, Health and Social Care, Media Studies, Music, PE, Product Design, Sociology, Textile, Study Support	5
Tutorial, assembly	All-ability tutor groups	

Key Stage Five:

This curriculum is offered in partnership with Forest Hill School

Subjects offered at Level 3. Students study 3 and a few study 4 subjects. Entry requirements are based on GCSE outcomes	Hours per fortnight
Creative & Performing Arts	
Art	10
Drama (Theatre Studies)	10
Music	10
Critical and Contextual Studies (Art History)	10
Dance	10
Communications	
English Literature	10
French	10
Media Studies	10
German	10
Spanish	10
Latin	Twilight
Humanities	
Geography	10
History	10
Government & Politics	10
Religious Studies/Philosophy	10

Sociology	10
Health and Social Care	20 - 30
Science and Technology	
Applied Science	10 - 20
Biology	10
Chemistry	10
Physics	10
Psychology	10
Product Design	10
Maths and Computing	
Maths	10
Further Maths	10
Computing	10
BTEC Computing	10
Business and Economics	
Economics	10
Business Studies	10 - 20
Finance	8
Subjects Offered at Level 2 (equivalent to GCSE)	
Business Studies	30
Health and Social Care	30
GCSE Maths/Functional Maths	5
GCSE English	5
Additional provision – delivered within curriculum	
Extended Project	4
Tutorial, assembly	2

2. Learning & Teaching

The Sydenham Learning and Teaching Habits outline and guide our approach to learning and teaching. Our approach is informed by HPL research alongside current educational research including cognitive science and Rosenshine's principles of instruction.

2.1. What is the High Performance Learning Approach?

Based on research from across cognitive psychology and neuroscience, Professor Deborah Eyre's High Performance Learning philosophy starts from the following key principles:
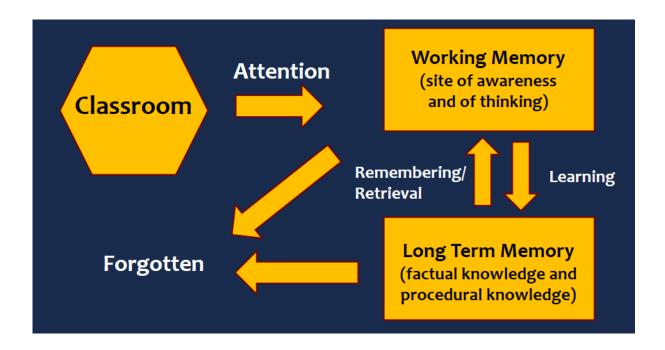
- High academic performance is an attainable target for everyone

- We can systematically teach students how to be 'intelligent' and how to succeed in school

- World Class Schools produce students that are both intellectually and socially confident, who are college-ready, workplace-ready and life-ready with a global outlook and a concern for others.

2.2. Cognitive Science: To increase student intelligence, you need to build the knowledge that is stored in the long-term memory.

At Sydenham School, we believe that cognitive science supports teacher development and our approach is informed by a range of research. To learn, students must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). Students have limited working memory capacities that can be overwhelmed by tasks that are cognitively too demanding. Understanding new ideas can be impeded if students are confronted with too much information at once.

Working memory is where we hold temporary information in our mind to process. It is very small in capacity and its size and capability is pretty much fixed.

Long term memory is the 'store' for factual and procedural knowledge for later retrieval. It is thought to be virtually infinite in capacity.

The working memory draws upon both the environment and long-term memory to process things. The working memory processes and encodes information into long-term memory for storage and later retrieval. The knowledge that we have in our long-term memory allows us to circumvent the limitations of our working memory.
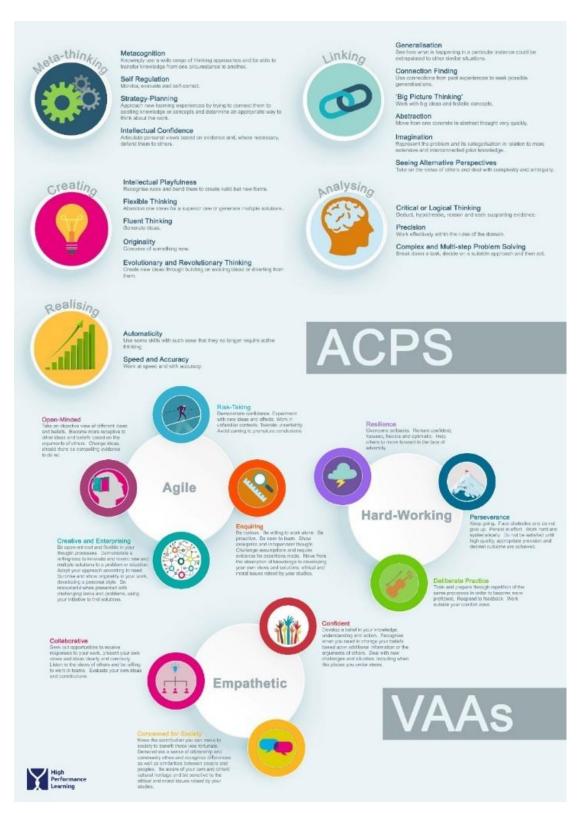
This can be used as a model for thinking about what intelligence is; intelligence can be thought to be a function of both working memory and long-term memory. While there is a limit to what we can do to improve our working memory, we can improve the amount of knowledge and how this knowledge is organised to support thinking for our students. You might have students that seem to grasp concepts more quickly. It is likely that they have more, better-organised knowledge in their long-term memory about the topic which is easy to access and use, allowing them to take on and use new information. This is sometimes referred to as the Mathew Effect, a biblical term that describes how it is easier for the rich to get richer. Literacy, specifically a wide vocabulary, has a significant impact on this also.

The research literature from cognitive science shows that knowledge makes learning easier. Knowledge is not only cumulative, it grows exponentially. Those with a rich base of factual knowledge find it easier to learn more and factual knowledge enhances cognitive processes (the ACPs) like problem solving and critical thinking. The richer the knowledge base, the more smoothly and effectively these cognitive processes operate. Skills are predicated on knowledge and so we see knowledge as key for our students.

- Build the amount of knowledge, the quantity and organisation of knowledge in long term memory

- Manage the cognitive load we are putting on students' minds during lessons, thus preventing cognitive overload

2.2.a. Teaching the Advanced Cognitive Performance Characteristics (ACPs) and the Values, Attitudes and Attributes (VAAs):

Both the ACPs and VAAs are taught systematically across the curriculum to ensure that all students are able to become successful learners.

2.3. Pedagogy

The Sydenham Learning and Teaching habits underpin pedagogy at Sydenham School and are summarised in the diagram above. Our Teacher Development web page provides a detailed explanation, research and examples of best practice for each of the elements that we plan into our lessons. The web page can be accessed via the link below

https://sydenhamlewishamschuk.finalsite.com/curriculum/teacher-development.

3. Literacy

3.1 Aims and Intentions

Sydenham School aims to:

- Develop literacy skills in pupils so that they can access a range of texts and understand how to interact effectively in both written and verbal communication
- Recognise the importance of disciplinary literacy, promoting ways in which all subjects can make a specific contribution to developing pupils' language through explicit vocabulary instruction
- Support all students to recognise the importance of literacy as a tool for personal identification, expression and inclusion in society
- Nurture a love of literacy as part of pupils' life-long learning journey

3.2 Roles and Responsibilities

All staff are committed to raising standards of literacy due to our understanding that:

- Improving literacy and learning can have a positive impact on pupils' self-esteem, on motivation and behaviour
- If pupils can access texts, they can engage with their learning in a more independent way
- Literacy is increasingly valued in the world of work and the skills of reading, writing, speaking and listening are highly valued by our pupils' future employers
- Pupils need language, a broad vocabulary, analytical skills and organisational control to cope with the cognitive demands of all academic subjects
- Reading helps us to learn from sources beyond our immediate experience
- Developing speaking and listening skills increases the confidence of communicators and active listeners
- The **Senior Leadership Team** and **Head Teacher** lead and give a high profile to literacy development and are responsible for monitoring progress across the school and assessing standards of pupils' literacy
- The **Inclusion faculty** provides targeted intervention to pupils working significantly below expected age related expectations and additional support for pupils with SEN statements
- **Teachers across the curriculum** aim to develop pupils' literacy through the promotion of effective strategies to support reading, writing and oral communication, and use the Marking for Literacy code when giving written feedback
- **Library staff** promote reading across the school and encourages the development of vital research and study skills
- **Parents and carers** receive information about the strategies the school uses to support literacy as well as ideas and information on how they can promote literacy skills at home

3.3 Reading

- We aim for Sydenham students to develop a love of reading and to appreciate and understand the value of reading for pleasure
- We develop students' ability to read complex academic texts through:
  - Using reading strategies which encourage students to actively engage with what they are reading and use their existing subject knowledge
  - Making use of modelling and group work, before removing support gradually to promote independence
- All students in Year 7 take a reading test to establish their reading age and this information is shared with staff via MintClass

3.4. Writing

- Students should understand how language can be adapted depending on purpose, audience and form
- They should be able to create writing which communicates meaning clearly, accurately and effectively
- They should be able to respond to other texts succinctly and to demonstrate their competence in comprehension and understanding

- We develop students' ability to express themselves through highly accurate written expression by:
    - o Understanding that in every subject, students will benefit from explicit instruction in how to improve their writing
    - o Breaking writing down into planning, monitoring and evaluation, and modelling each step
    - o Identifying models of writing through students' reading
    - o Teaching students to recognise the features, aims and conventions of good writing within each subject
    - o Teaching spelling, grammar and punctuation explicitly

3.5 Speaking and Listening

- We understand the link between confident, fluent reading and confident, articulate speaking
- High quality, well-structured talk opportunities are planned into schemes of work and guided by teachers
- Teachers support students by modelling high quality talk, for example by including key vocabulary and metacognitive reflection
- The development of oracy is a specific focus within the pastoral curriculum. Students develop their understanding of the themes linked to the assembly programme through an oracy focused tutor session each week

3.6 Vocabulary

- We understand that students' success in reading, writing, and speaking and listening is underpinned by their knowledge of vocabulary, and that students arrive at secondary school with widely varied vocabulary 'banks'
- We develop vocabulary by explicitly teaching the specialist vocabulary of each subject deliberately and repeatedly
- We use a range of strategies to provide explicit vocabulary instruction, including approaches related to etymology and morphology, to help students remember new words and make connections between words
- Tier 2 and Tier 3 vocabulary, which students are unlikely to encounter in everyday speech, is prioritised for explicit teaching
- Planning for each subject and each stage of the curriculum includes careful consideration of which words and phrases should be explicitly taught

4. Numeracy

Diagram from National Numeracy Website

4.1. Rationale

Numeracy complements literacy and is sometimes called 'mathematical literacy'; both skills are needed in order to function fully in modern life. Being numerate means having the confidence and skill to use numbers and mathematical approaches in all aspects of life - at work, in practical everyday activities at home and beyond: as consumers managing our finances; as parents helping our children learn; as patients making sense of health information and as citizens understanding the world about us.

4.2. Primary objectives of this policy

4.2.a. Develop confidence of all teachers to understand:

- their role in developing students' numeracy across the curriculum.
- common mathematical vocabulary and techniques, and how to teach these.

4.2.b. We need to:

- make sure that students can transfer skills and knowledge to new situations.

- make explicit for students the numeracy skills used across the curriculum.

- ensure students are able to compare and contrast different calculation techniques.

4.3. Actions

4.3.a. We will, across the school:

- use the slogan "Maths Counts and It Counts to Say So" to make sure that all staff are actively giving out positive messages about mathematics.

- build weekly numeracy activities into the KS3 pastoral program so that students develop fluency.

- regularly share best practice with all staff to promote numeracy development.

- monitor and develop policy and practice with an inter-departmental working party

4.3.b. How teachers can support the development of numeracy vocabulary
in the classroom:

- Discuss with student words that have different meanings in Mathematics from everyday life e.g. take away, volume, product, similar etc.

- Highlight and explain the difference between **"of"** and **"off".**

- When using phrases such as **"at least" or "at most"** check students understand what these mean in context.

- Highlighting word sources (e.g. **quad** means **4**, **latera**l means **side**, **adjacent** means **next to**) so that students can use them to help remember meanings.

- Encourage students to be less dependent on simple words e.g. exposing them to the word *multiply* as a replacement for *times*.

- Using the term "**negative"** rather than "**minus"** to describe numbers less than zero (e.g. with temperatures, -3˚C, we say, negative three degrees Celsius).

4.4. Vocabulary

- Students should become confident that they know what a word means so that they can follow the instructions or interpret a mathematical problem. For example, a pupil reading a question including the word perimeter should immediately recall what that is and start to think about the concept rather than struggling with the word and then wondering what it means and losing confidence in her ability to answer the question.

- The instant recall of vocabulary and meanings can be improved through flash card activities in starters or Literacy DIN activities. The Maths SOW has literacy activities on a weekly basis.

4.4.a Language of Operations

- All students should be able to understand and use different terms for the four basic operations but some students may have difficulty in associating terms with symbols. The table below summarises the vocabulary associated with four basic mathematical operations.

+	-	x	÷

Add	Decrease	Multiply	Divide
Increase	Difference	Product	Quotient
More	Less	Times	Share
Plus	Minus		
Sum	Reduce		
Total	Subtract		
	Take away		

- Glossaries of further mathematical terms can be found using the links below:
  - **http://www.mathwords.com/a_to_z.htm**
  - **https://www.mathsisfun.com/definitions/factor.html**
  - **https://www.mathsisfun.com/basic-math-definitions.html**
  - **http://studymaths.co.uk/glossary.php**

5. Homework

5.1. Practice

- High attainment is achieved through sound teacher instruction and sustained student practice. Practice must occur in and out of the classroom, for students to gain durable and secure knowledge. Expertise, in any discipline, is brought about through repeated practice. Independent study at home is an opportunity for learners to do this.
- The Education Endowment Foundation suggests that homework has a positive impact on learning with on average, 5 months of extra progress: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/
- Homework is the main channel by which education becomes a shared responsibility between home and school. Through independent study, students can develop the Values, Attitudes and Attributes (VAAs) of resilience and perseverance as well as the advanced cognitive performance characteristics of meta-cognition and self-regulation. Ultimately, leading to independent study becoming a habit.
- To ensure that homework has a genuine impact on learning, it should have a well-defined purpose, which will usually fall into one of the key areas below and should be linked to learning going on during school time.

5.1.a. Retrieval Practice

The purpose of retrieval practice is to commit knowledge to long term memory through bringing information to mind. Rather than set a homework to 'learn the definitions of these key terms' good quality retrieval practice activities are arranged so that learners are required to recall facts and place them in the forefront of their awareness. The most basic mechanism for doing that is to ask a question and to ensure a student answers it without consulting their exercise or textbooks.

Examples of retrieval practice:

- In geography, low stakes quizzes focussed on recalling the facts of a topic.
- In languages, creation *followed by use of* flash cards to target vocabulary building.
- In English, learning mnemonics to give structure to extended writing.

5.1.b. Deliberate Practice

The purpose of deliberate practice is to improve in a specific skill. Any task will have a definite goal, a degree of challenge, repeated (but slightly varying) practice of the skill and an opportunity for feedback.

Examples of deliberate practice:

- In maths a set of closely related questions or problems to solve.
- In art, an exercise to focus on the use of shading to create depth.
- In dance, repeated moves for increased control and then development.
- Redrafting of solutions to 'long answer' questions in order to gain more marks.

Ideally, deliberate practice is completed ensuring students internalise the skill so that it becomes automatic. For physical activities this internalised schema is commonly known as muscle memory. It can also be a *pattern of thought* that can be confidently applied in a variety of contexts.

5.1.c. Academic Literacy

Well-chosen source material can support students to develop understanding or expand their vocabulary. So that students develop sophisticated research strategies (rather than copying and pasting from google) good practice is to direct them to reference material and carefully scaffold questions. Creative tasks, such as extended writing, need to be focused, with a defined learning purpose.

Examples:

- In science reading a specific article from New Scientist and answering follow up comprehension questions.
- In history, translating into modern vocabulary a piece of primary source material.
- In drama, creating a script guided by specific parameters such as character development, expression of an emotion resolution of a conflict.

5.2. Responsibilities

5.2.a. Students
- To use Class Charts to stay informed of their homework details and deadlines.
- To ensure that the homework task is fully understood.
- To seek to resolve problems before deadlines and, if necessary, see the member of staff concerned for help.
- To ensure that homework is completed to the best of their ability and to follow the study skills and conditions of practice advised by your teacher.
- To submit all homework by the deadline set.
- To ensure that feedback, in any of its forms, is acted upon.

5.2.b. Teachers
- To set homework with a defined learning purpose and a specific mechanism for achieving this. This can be best achieved through retrieval practice, deliberate practice or academic literacy.
- To set homework in line with the faculty policy, guided by the principles set out in this policy.
- To use merits, postcards and phone calls to reward and celebrate students whose homework is of an exceptional standard or who consistently exceed basic expectations.

- To ensure that homework is appropriately accessible but also challenging for all students. *Teachers need to be considerate of the various needs of different students (including SEND) but differentiation does not have to mean distinct tasks for various groups.*
- To ensure that homework tasks are fully understood by all students, with clear expectations and deadlines, *that can be understood and checked by parents*.
- To upload details of homework to SMHW including a brief description of the task and deadline.
- To follow school procedures when a student fails to meet expectations.
- Effort grades or attainment grades should not be awarded for individual pieces of homework.

5.2.c. Parents and Carers
- To check homework details using the Class Charts app.
- To make sure that their child has well defined times and space when they can do their homework.
- To understand the key concepts of retrieval and deliberate practice as explained in the Sydenham School Study Guide.

5.2.d. Subject Leaders, Curriculum Leaders and Year Learning Co-ordinators
- To support students consistently failing to meet homework deadlines with the involvement of their parents.
- To monitor the implementation of the school and faculty policy through learning walks, Class Charts summary data and student voice.
- To monitor the workload of teachers particularly with over marking.

5.3. Frequency and duration of homework tasks

As teachers respond to the developing needs of learners' progression through the scheme of work, the number of homework assignments in a week may vary from subject to subject but should average over time to one task per subject per week. Individual learners and their home contexts vary considerably. Thus, whilst teachers will indicate through SMHW the expected time to complete homework tasks this can only be an estimate.

Year Group	Time spent per subject per week
7 + 8	Up to 30 minutes
9	Up to 40 minutes
10 +11	Up to 50 minutes
12 +13	Up to 2 hours

6. Assessment & Feedback

6.1 Sydenham school examinations policy

The purpose of this exams policy is to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates; and to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy. The exams policy will be reviewed every two years.

The exams policy will be reviewed by the Deputy Headteacher with responsibility for internal and external examinations. Where references are made to JCQ regulations/guidelines, further details can be found at www.jcq.org.uk.

This policy applies to all external and internal exams taken at Sydenham School for all year 11 students, plus any students in year 7 to 10 taking exams early or in addition to their year 11 GCSEs. It also includes the sixth form students from SFH6 who take qualifications offered at Sydenham School, but not at the partner school Forest Hill.

Sydenham School only accepts private candidates if they are former students returning to retake qualifications they have already taken once.

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6.1a Roles and Responsibilities
The Headteacher:

This is the head of centre and will have overall responsibility for the school/college as an exams centre and advise on appeals and re-marks. The head must appoint an Exams Officer to carry out all exams related tasks. The head is responsible for reporting all suspected or actual incidents of malpractice.

Exams officer is responsible for

- managing the administration of internal and external exams
- Advises the senior leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- Oversees the production and distribution, to all centre staff and candidates, of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events.
- Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- Checks with teaching staff that the necessary coursework and/or Non-Examined Assessments are completed on time and in accordance with JCQ guidelines.
- Provides and confirms detailed data on estimated entries.

- Maintains systems and processes to support the timely entry of candidates for their exams.
- Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- Administers access arrangements and makes applications for special consideration following the regulations in the JCQ publication 'A guide to the special consideration process'.
- Identifies and manages exam timetable clashes.
- Accounts for income and expenditures relating to all exam costs/charges.
- Line manages the senior invigilators and invigilators by organising the recruitment, training, and monitoring of a team of invigilators responsible for the conduct of exams.
- Ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- Tracks, dispatches, and stores returned coursework / Non-Examined Assessments.
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any post results service requests.

Curriculum Leaders and Subject Leaders are responsible for:

- Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- Accurate completion of entry sheets, coursework / controlled assessment, declaration sheets and all other sheets, and adherence to deadlines as set by the exams officer.
- Decisions on post-results procedures.
- Verifying the identity of the students taking exams as they enter

Teachers are responsible for:

- Supplying information on entries, coursework and Non-Examined Assessments as required by the subject leader and/or exams officer.
- Verifying the identity of the students taking exams as they enter

The **special educational needs coordinator (SENCO)** is responsible for:

- identification and testing of candidates' requirements for access arrangements and notifying the exams officer in good time so that they are able to put in place exam day arrangements
- Process any necessary applications in order to gain approval (if required).
- Working with the exams officer to provide the access arrangements required by candidates in exams rooms.

Senior invigilator/invigilators (not including where staff are used as internal invigilators) are responsible for:

- Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- Collection of exam papers and other material from the exams office before the start of the exam and returning all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

Candidates are responsible for:

- Confirmation and signing of entries.
- Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.
- Ensuring they conduct themselves in all exams according to the JCQ regulations.

6.1.b Qualifications offered

The qualifications offered at this centre are decided by the deputy head teachers with responsibility for Curriculum and Achievement in consultation with Curriculum and Subject Leaders. The types of qualifications offered are GCSEs, Level 2 and 3 BTECs (and other similar vocational qualifications), standalone AS and A-Levels.

The subjects offered for these qualifications in any academic year may be found in the centre's published list of qualifications, which is available in the Curriculum section of the School Website.

If there is to be a change of specification for the next year, the exams office must be informed by 30th June. Informing the exams office of changes to a specification is the responsibility of the Subject Leader.

Decisions on whether a candidate should be entered for a particular subject will be taken by Subject Leaders in consultation with the Head of Key Stage and the Deputy Headteacher(s) with responsibility for Curriculum and Achievement.

Exam series

External exams and assessments are scheduled in May and June for all exams, with additional seasons in November for GCSE retakes and January for vocational assessments.

Internal exams (mock or trial exams) and assessments are scheduled in November / December and February / March for Year 11 pupils; in June for Year 7-10 pupils; and in November and January for SFH6 students. Internal exams are held under external exam conditions, including those that are taken within normal lesson time.

The Deputy Headteacher(s) with responsibility for Curriculum and Achievement decides which exam series are used in the centre. Once confirmed, the exams officer will circulate the exam timetables for internal and external exams at a specified date before each series begins.

Entries, entry details and late entries

Candidates or parents/carers cannot request a subject entry, change of level or withdrawal.

The centre does not accept entries from private candidates and does not act as an exams centre for other organisations.

Entry deadlines are circulated to Curriculum and Subject Leaders by the exams officer via email and academic board meetings.

Curriculum and Subject Leaders will provide estimated entry information to the exams officer to meet JCQ and awarding body deadlines.

Entries and amendments made after an awarding organisation's deadline (i.e. late) require the authorisation, in writing, of the Director of Strategy.

GCSE re-sits are not allowed, except where students are retaking GCSE English and/ or Maths during their SFH6 studies, or when students have underachieved in an examination for which they were entered early as part of a Key Stage 4 Intervention Strategy.

AS retakes are only allowed in exceptional circumstances.

A level re-sits/retakes are only allowed in exceptional circumstances. Re-sit decisions will be made by the Deputy Headteacher with responsibility for Key Stage 5 in consultation with the Exams Officer.

Exam fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

The exams officer will publish the deadline for actions well in advance for each exams series.

GCSE, AS and A-level, BTEC, Cam Tech and other qualification entry fees are paid by the centre from the examinations budget.

Late entry or amendment fees are paid by the department from curriculum budgets.

Fee reimbursements are sought from candidates:

- if they fail to sit an exam without medical evidence or evidence of other mitigating circumstances;
- if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances;

The centre will pay the costs of a re-take in the following circumstances:

- When a student has significantly underperformed due to a medical condition – this must be supported by evidence from a GP or hospital.
- When the re-take has been requested by a CL due to significant underachievement as the result of other factors beyond the candidates control.
- When students have been entered early for an examination as part of a KS4 Intervention strategy.

In Year 13, re-takes are paid for by the school if based on a teacher's and Head of Sixth's recommendation.

Equality Legislation

All exam centre staff must ensure that they meet the requirements of any equality legislation.

The centre will comply with the legislation, including making reasonable adjustments to the service that that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Exams Officer.

Contingency planning

Contingency planning for exams administration is the responsibility of the Exams Officer.

Contingency plans are held at school and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

Managing invigilators

External staff will be used to invigilate externally awarded examinations.

Teaching staff and other school staff will be used to invigilate internal examinations.

Recruitment of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the Human Resources Manager.

DBS fees for securing such clearance are paid by the centre.

Invigilators' rates of pay are set by the Human Resources Manager.

Invigilators are recruited, timetabled, trained, briefed, supervised and line managed by the Exams Officer.

Exam days

The exams officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilators.

Premises staff are responsible for setting up the allocated rooms, and will be advised of requirements at least 5 days in advance.

The Exams Officer or Senior Invigilators will start and finish all exams in accordance with JCQ guidelines.

Subject staff may be present at the start of the exam to assist with identification of candidates. Any staff present must be in accordance with the rules defined by JCQ concerning who is allowed in the exam room and what they can do.

In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department in accordance with JCQ's recommendations and no later than 48 hours after candidates have completed them.

After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies, working in conjunction with the school receptionist.

Candidates

The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates may be given by the Year Learning Co-Ordinator, Head of Key Stage or Deputy Headteacher responsible for that Key Stage.

The centre's published rules on acceptable dress and behaviour apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

In an exam room candidates must not have access to items other than those clearly allowed in the instructions on the question paper, the stationery list, or the specification for that subject. This is particularly true of mobile phones and other electronic communication or storage devices with text or digital facilities. Any precluded items must not be taken into an exam room.

Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Exams Officer or Senior Invigilator.

Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

The Head of Key Stage is responsible for handling late or absent candidates on exam day.

Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Special consideration

Should a candidate be unable to attend an exam because of illness, suffer bereavement or other trauma, be ill or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre's Exams Officer to that effect.

The candidate must support any special consideration claim with appropriate evidence within 5 days of the exam.

The exams officer will make a special consideration application to the relevant awarding body within 10 days of the exam.

6.1c Access Arrangements

All procedures conform to and are subject to requirements listed in the JCQ booklet. All access arrangements will be processed by Access Arrangements Online (AAO), which is available through the secure awarding body websites.

Equal Opportunity statement

Sydenham School is fully equipped and prepared for students of all kinds of physical, emotional, mental and behavioural backgrounds, and this policy should be read in association with (and an appendix to) the school's wider Equal Opportunity policy.

Role of SENCO: Assessments

The SENCO collects information on internal students who might need access arrangements, which is fed to the learning support department by teachers. An appropriate assessment is conducted of the student and the result of this will indicate particular requirements for support in teaching and, by extension, in examinations.

All statements and related evidence are kept by the learning support department, with a summary for each student being provided for the Exams Office. Failure to retain evidence may constitute malpractice by the Centre.

External students would normally have been assessed within their home centre and already be receiving specific access arrangements. The original evidence can be kept within their home centre, but a copy of the summary should be with Sydenham School. Information about these candidates is shared at the beginning of each academic year.

The SENCO will inform subject teachers of candidates with special educational needs and any special arrangements that individual candidates will need during the course and in any assessments/exams.

A candidate's access arrangements requirement is determined by the SENCO.

Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO.

Rooming for access arrangement candidates will be arranged by the Exams Officer in consultation with the SENCO.

Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the SENCO in consultation with the Exams Officer.

Where laptops/ tablets are used as part of access arrangements for a candidate, the Exams Officer in consultation with the IT Support Team is responsible for ensuring the equipment is correctly configured to meet specific exam requirements in terms of network/ internet access etc., and that candidate scripts are secured.

Types of Access Arrangements

A small number of students in each year-cohort are entitled to extra time (usually 25%) or a reader either through holding an EHCP, medical evidence or a diagnosis of Specific Learning Difficulty, confirmed by an Ed. Psych report.

From time to time we have candidates who are registered as visually-impaired. Special papers are ordered for them by the Exams Officer: Braille or with an enlarged font.

A very few students have a scribe by virtue of the legibility of their handwriting or injury or long-term conditions. Most of these students will use a laptop with appropriate modified software, e.g. disabled spellcheck where necessary.

Students may be entitled to access arrangements that do not require testing, for example to take exams in a separate room, use of a laptop or rest breaks. These must match the student's usual way of working.

Applications can be made via Access Arrangements Online tool, which links to all Awarding Bodies. Access Arrangements requiring Awarding Body approval include readers, scribes and extra time. Deadlines are the end of January for modified papers and mid-February for all other arrangements; exact dates are available on exam board websites.

Emergency Access Arrangements

Where a candidate has a temporary difficulty, such as a broken arm, the Centre should contact the appropriate Awarding Body by telephone for guidance, although sometimes Special Consideration might be a way of dealing with the situation after the exam. Emergency Access Arrangements are not be used for long-term applications which have missed the deadline.

Word Processor Policy

The centre will make word processors available to students who require them, provided this is the students' normal way of working and is only for those subjects where a word processor is normally used. This may be all of them.

The decision as to whether a word processor becomes a student's normal way of working would be made between the student, their teachers and Inclusion staff. The needs may include a medical condition, learning difficulty, sensory impairment, hard to read handwriting or other problems faced when writing by hand. This is not an exhaustive list. Mock exams may form part of this decision making process.

The centre will not provide a word processor just because the student asks for one.

Exceptions will be granted if a student suffers an injury or flare up of a condition that impacts their ability to write, and then the provision will only be for the duration of the injury or other impairment. This will typically require a special considerations request.

Word processors will be granted to all students for onscreen tests or other assessments that require content to be accessed electronically.

The centre will ensure that the spelling and grammar check on any word processor is turned off, that sufficient battery life and / or access to mains power is available for beyond the duration of the exam, the word processor works properly and does not need updates that could have been run at another time, and that the student does not have access to any programs other than word processing.

The student will ensure that their centre number, candidate number and unit code appear on each page, and also number their pages. The student will also ensure they save their work regularly.

The centre will ensure that all work is saved to the cloud by the student during the exam, and then onto a memory stick at the end of the exam as well for transfer to printing. This memory stick will be free of any other data and will be provided by the centre.

The students work will be printed in the presence of the student, and signed by them before inclusion in the scripts to be sent to the exam boards. The form 4 cover sheet will be included for all completed works.

All work produced by the student will be retained securely by the centre with no further amendment or access allowed for such times as determined by the exam board.

6.1d Malpractice

The Headteacher, in consultation with Senior Leaders, is responsible for investigating suspected malpractice.

Staff Malpractice Policy

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications

and examinations invigilated at the school and marked externally.

It is expected that staff will make themselves familiar with the regulations and procedures for administering A-level, GCSE, BTEC and other vocational qualifications as laid out by JCQ, AQA, Edexcel, OCR, WJEC, BCS and NCFE, plus other bodies as needed.

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice by staff with regards to portfolio-based or externally assessed qualifications.

This list is not exhaustive:

- Tampering with Students work prior to external moderation/verification
- Assisting Students with the production of work outside awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements
- Deliberate or consistent failure to follow exam board regulations or procedures
- Making false claims for verification / claims
- Failure to maintain proper records
- Failure to correctly invigilate external assessments
- Tampering with scripts prior to external marking taking place

Staff Malpractice Procedure

Investigations into allegations will be coordinated by a designated member of the senior leadership team, who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC

If work is submitted for moderation/verification or for marking which is not the student's own work, the awarding body may not be able to give that student a result.

Malpractice Allegations

Any allegation of malpractice by members of staff must be reported to the head teacher or senior leadership team, the relevant exam board, the JCQ and the exams officer.

This allegation must detail the learner(s) involved, the nature of the breach including dates, and details of any investigation carried out within the centre.

Allegations must be made in writing.

Where a member of staff is found guilty of malpractice, sanctions may be applied in line with the London Borough of Lewisham's disciplinary policy:

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the school's Appeals Policy.

Student Malpractice Policy

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding student malpractice in internally marked assessments and examinations marked externally.

Attempted or actual malpractice activity will not be tolerated. The following are examples of malpractice with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing of as the student's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the student's own
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the student has been specifically told not to use
- The alteration of any results document

The following are examples of malpractice with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers or accepting notes to, or accepting notes or papers from another student

The following procedure will be followed if malpractice is suspected in an examination.

- The invigilators who identify malpractice will alert the exams officer as soon as possible, preferably during exam but without stopping it, and provide as full a report as possible.
- The exams officer will ask the student(s) to stay at end of exam and speak to them to obtain a brief verbal report, emphasising seriousness and inviting (encouraging) them to write a statement. This meeting must be witnessed by at least one member of staff, including teaching staff. This meeting will highlight the possible penalties.
- The exams officer completes the JCQ Malpractice form and writes formal report, collecting statements from the Student(s), invigilators and other witnesses. Copies of all are retained in the exams office.
- The forms are sent to the Head teacher for the decision to send to the awarding board. The relevant Year Learning Coordinator is copied in.
- If the decision is yes, the form and all evidence is sent to the awarding body and a copy with a covering letter to the parent/carer.
- If the decision is no, the relevant Year Learning Coordinator or member of the Senior Leadership Team deals with it internally in the usual manner.
- The exam board will communicate their decision to the school, usually directly to the Head teacher. Copies are sent to the parent/carer (with covering letter), Year Learning Coordinator and Curriculum Leader.

Malpractice Allegations

Any allegation of malpractice by members of staff must be reported to the head teacher or senior leadership team, the relevant exam board, the JCQ and the exams officer.

This allegation must detail the learner(s) involved, the nature of the breach including dates, and details of any investigation carried out within the centre.

Allegations must be made in writing.

Appeals Policy

In the event that a malpractice decision is made that the student feels is unfair, the student has the right to appeal. Sydenham School is committed to ensuring that investigations of malpractice are conducted by staff with the appropriate knowledge, understanding and skills; evidence provided has been produced and authenticated; and staff with responsibility for investigating malpractice attends any relevant training sessions.

Appeals to the JCQ or awarding body must be made by following the respective procedures of that body, and in line with their requirements and timeline.

Internal appeals will only be entertained if they apply to the investigation and judgement processes involved in instances of malpractices. There is no appeal against the mark or grade awarded as a result, or sanctions placed on the student, unless the investigation or judgement processes are at fault.

Appeals must be made in writing to the Head teacher who will decide with the Senior Leadership Team, Curriculum Leaders and Year Learning Coordinators whether the process used conformed to

the necessary requirements. The student will be notified of the Head teacher's findings in writing, which will be copied to the Exams Officer and recorded for inspection by the awarding body. The enquiry into internal process will be led by a member of the Senior Leadership Team who played no part in the original investigation.

The student will be informed in writing of the outcome of the appeal. If the student is unhappy about the response they can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Head teacher and a member of the Governing body. They are permitted to be accompanied by a parent or other advocate.

6.1e Internal Assessment

It is the duty of Subject Leaders to ensure that all internal assessment is ready for dispatch at the correct time. The exams officer will assist by keeping a record of each dispatch, including the recipient details and the date and time sent.

Marks for all internally assessed work are provided to the exams office by the Subject Leaders. The exams officer will inform staff of the date when appeals against internal assessments must be made by. Any appeals will be dealt with in accordance with the centre's Internal Appeals Procedure (IAP) document.

Arrangements for internal assessment for vocational qualifications are within the respective policies for BTEC and Cambridge qualifications.

Internal Moderation

It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.

Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.

Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.

It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.

All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

All qualifications which require internal assessment (GCE, GCSE, BTEC, OCR Nationals) shall be verified.

The role of the internal verification is to consider the appropriateness of the brief in relation to the unit's intended learning outcomes and whether the assessment scheme is fair and effective.

Internal verification is to be undertaken by a minimum of one member of academic staff - preferably two - from outside the module team.

The verifier must be provided with the assessment brief including submission requirements; assessment criteria and marking scheme

The verification process must be recorded on a template.

Indicative questions which could form a verification template for a piece of work include:

- o Are the expectations for the task clearly expressed?
- o Does the brief state clearly the learning outcomes and key skills expected?
- o Is the task a suitable type of assessment for the subject of the unit?
- o Are the task and its content suitable for the level of the programme?
- o Does the form of the task enable students to demonstrate the knowledge, skills and understanding identified as the intended learning outcomes?
- o Will the task allow students with differing abilities to demonstrate their capabilities?
- o Is the allocation of marks transparent and are the marks appropriately apportioned?
- o Do the expectations shown in the assessment criteria match the intended learning outcomes?

The verifier(s) must record and sign off confirmation that the assessment brief is acceptable.

The verifier(s) should record any concerns, with any suggested amendments, and discuss them with the module leader.

REGULATION, POLICY PROCEDURE AND GUIDANCE (MODERATION)

- All assessed work (i.e. coursework assignments) of a programme shall be moderated.

- All assessments must have clearly defined assessment criteria established at the time of verifying the assessment. The form of marking which has been used must be identified and transparent to the moderator (e.g. single or double marking; if double marking – blind or non-blind, annotated or non-annotated).
- The moderator must identify all items sampled as part of the moderation and must keep a separate record of the moderation process to include:
  - the name of the candidate or roll number
  - the name of the assessor(s) and the marks assigned
  - the name of the moderator
  - confirmation of the finally agreed marks for all the students taking the assessment.
- The comments made by the assessor(s) on the students' work or performance must be available to the moderator.
- As a minimum requirement, moderation should consist of a confirmation that the assessment criteria have been correctly and accurately applied.
- The school should use a moderation template which includes
  - year group, course and module,
  - name of marker(s) and name of moderator,
  - type of assessment (e.g. controlled assessment, musical performance),
  - identification of student sample (by name and candidate number),
  - marks awarded (agreed marks if more than one marker),
  - moderator's comments,
  - moderator's confirmation that verified assessment and marking criteria have been applied accurately, consistently and fairly; and that any concerns have been discussed with assessor(s), resolved and what actions have been taken,
  - moderator's confirmation of agreed marks for all students taking the assessment.
- If a concern is raised by the moderator (e.g. a systematic irregularity or a query on an individual assessment) discussion should take place between the assessor(s) and the moderator prior to the final confirmation of the marks for all the students taking the assessment. As a result of the moderation process it may be necessary for the assessor(s) to reconsider the marks awarded for the entire cohort of students and, as a consequence, to make changes **either** to all marks **or** to some marks.
- Alternative methods of moderation may be required for assessments where evidence of the student's performance is difficult to retain or cannot be retained (e.g. assessments of performance, language orals, clinical placements and residential placements abroad assessed over an extended period of time). In most cases the documentary record of the assessor(s) will provide the basis for moderation.
- Mechanisms to support the moderation of ephemeral assessments include:
  - providing a documentary record of the assessment
  - involving more than one assessor directly in the assessment event
  - videotaping or recording wherever possible.

- The School's policy on moderation is **not** a marking policy. The School differentiates marking and moderation by the following characteristics:

Marking	Moderation
Using academic judgement to assign marks based on the knowledge, understanding and skills a student has displayed in the assessment task and by reference to the assessment criteria approved in the verification stage.	Checking that the verified assessment and marking criteria for a component of assessment have been accurately, consistently and fairly applied by the assessor(s). The moderator therefore does not need the same level of subject expertise as the assessor(s).
All pieces of assessment within a module are marked.	A specified **sample** of students' assessed work is moderated.
Single marking - Marking is done by one member of academic staff within the module team. Double marking (non blind) - A second member of academic staff marks the work with prior knowledge of the marks awarded by the first marker. Double marking (blind) - A second member of academic staff marks the work without prior knowledge of the marks awarded by the first marker.	The moderator should not have been involved in marking the assessment but should be familiar with marking at that academic level. Wherever possible the moderator will not be a member of the module team.
The marker(s) must provide feedback by annotating the assessed work itself or providing a separate feedback sheet which demonstrates clearly how marks have been assigned.	The moderator must have access to the marker's feedback sheets. The moderator must keep a separate moderation record identifying all items sampled and recording: student ID: name of marker(s) and marks assigned; name of moderator; comments on sample; confirmation that assessment criteria have been accurately, consistently and fairly applied; confirmation of all marks awarded for the cohort in that particular assessment.

Internal Moderation Process for Centres First 6 weeks of term

Establish numbers of student cohort

Establish levels that these candidates will work on

Register candidates

Allocate Internal Moderators (IM) to assessors

IM to approve proposed SoW / assessments

IM to draw up sample plan (not to be shared with assessor)

2nd half of first term

Co-ordinator to ensure that all IMs and assessors have met

First round of formative internal moderation to be conducted. One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes

Meeting held to discuss issues arising from first round of internal moderation. Minutes taken

1st half of second term

Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio

Any action noted by the IM on first round to be checked and signed off

Meeting held to discuss issues arising

2nd half of second term

Third round of internal moderation to be conducted. Documentation to be copied as before and stored in centre portfolio

Any continuing issues to be addressed and signed off

Meeting held to discuss issues and plan for external moderation

1st half of 3rd term

Co-ordinator to establish candidates and units to be put forward for external moderation

Summative internal moderation to be conducted

Arrangements to be made for External Moderation

2nd half of third term

External Moderation takes place

Meeting to be arranged to discuss feedback from External Moderation and plan put in place to address any issues arising

Absence from Internal Exams

Candidates are encouraged to ensure they attend all examinations, public or otherwise. Where students are unable to attend an internal exam, they will be given the opportunity to complete the exam at a suitable time outside of normal lesson time by their class teacher, e.g. lunchtime, afterschool.

Failure to attend a re-arranged session will result in a U (Unclassified) grade being entered in school tracking systems for that series.

Appeals against Internal Assessments

Sydenham School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Sydenham School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

1. Sydenham School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Sydenham School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Sydenham School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Sydenham School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Requests for reviews of marking **must** be made in writing.
6. Sydenham School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Sydenham School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Sydenham School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. The candidate will be informed in writing of the outcome of the review of the centre's marking.
10. The outcome of the review of the centre's marking 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 review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.

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

6.1f Non-Examined Assessments

Sydenham School fully recognises its responsibilities for Non-Examined Assessments as part of the GCSE specifications, to ensure that the planning and management of the assessments are conducted efficiently and in the best interests of the candidates.

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

Senior leadership team

The SLT are accountable for the safe and secure conduct of Non-Examined Assessments and must ensure assessments comply with JCQ guide lines and awarding bodies' subject-specific instructions.

In the summer term prior to the start of each academic year, SLT must begin co-ordinating with curriculum/subject leaders to schedule Non-Examined Assessments.

Map overall resource management requirements for the year.

Resolve clashes/ problems over the timing or operation of Non-Examined Assessments, and issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)

Ensure that all staff involved have a calendar of events and update an internal appeals policy for Non-Examined Assessments.

Ensure procedures are in place to cover requirements for summative assessment – and that these are communicated to all relevant staff.

Heads of department

Decide on the awarding body and specification for a particular GCSE.

Standardise internally the marking of all teachers involved in assessing an internally assessed component.

Ensure that individual teachers understand their responsibilities with regard to controlled assessment. Ensure that individual teachers understand the requirements of the awarding body's

specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.

Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff

Understand and comply with the guidelines contained in the JCQ publication Instructions for conducting Non-Examined Assessments.

Understand and comply with the awarding body specification for conducting Non-Examined Assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

Supply to the exams office details of all unit codes for Non-Examined Assessments.

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). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.

Ensure that students and supervising teachers sign authentication forms on completion of an assessment.

Mark internally assessed components using the 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 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.

Ask the appropriate special educational needs coordinator (SENCO) for any assistance required for the administration and management of access arrangements.

Exams office staff

Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries. Enter students' 'cash-in' codes for the terminal exam series.

To be responsible for the receipt, safe storage and safe transmission, whether in CD or hard copy format, of confidential materials directly received by the exams office

Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines.

On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.

Special educational needs coordinator

Ensure access arrangements have been applied for.

Work with teaching staff to ensure requirements for support staff are met.

CONTROLLED ASSESSMENT RISK MANAGEMENT

Risks and issues	Possible remedial action		Staff
	Forward planning	**Action**	
Controlled assessment schedule clashes with other activities	Establish school calendar at the start of the academic year	Plan dates in consultation with school calendar – negotiate with other parties	Deputy head / SLT, calendar by Head's PA
Too many Non-Examined Assessments close together across GCSE subjects	Plan Non-Examined Assessments so they are spaced over the duration of the course	Space Non-Examined Assessments to allow students time between them	Deputy head / SLT, calendar by Head's PA
Insufficient space in classrooms for students	Flag instances where regular classroom space may not be sufficient	Use more than one classroom or multiple sittings where necessary	Curriculum Leaders
Insufficient facilities for all students	Careful planning and booking of rooms	Plan assessments around room availability	Curriculum Leaders
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites ahead of controlled	Curriculum / subject leaders with exams officer

		assessment schedule	
Students absent for all or part of assessment	Plan alternative session(s) for students	Identify known absence dates in advance	Curriculum / subject leaders
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	Curriculum leaders / exams officer
Student study diary not provided or completed	Ensure teaching staff are aware of the need for study diary to be completed early in course	Ensure students start, continue and complete study diary, signed after every session	Teaching staff, with oversight from curriculum leaders
Teaching staff do not understand that the supervision of Non-Examined Assessments is their responsibility	Ensure teaching staff fully understand the nature of Non-Examined Assessments and their role in supervising assessments	To form part of CPD for new or inexperienced staff	Subject leaders, teaching staff
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising	Supervisors to be arranged when creating controlled assessment schedule	Curriculum leaders
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification	Seek guidance from the awarding body	Curriculum leaders

Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	Curriculum leaders
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request / obtain different assessment tasks	Curriculum leaders / exams officer
Students' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department	Seek guidance from the awarding body	Curriculum leaders / exams officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Premises staff
Deadlines not met by students	Ensure all students are briefed on deadlines and the penalties for not meeting them	Mark what students have produced by the deadline Seek guidance from awarding body on further action	Curriculum / subject leaders
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork	Seek guidance from awarding body	Curriculum leaders / Head of KS4
Student fails to sign authentication form	Ensure all students have authentication forms to sign Ensure that the authentication form is securely attached	Find student and ensure authentication form is signed	Teaching staff with overview from curriculum leaders

	to their work when it is completed and handed in for marking		
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	Teaching staff with overview from curriculum leaders
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	Curriculum / subject leaders

6.1.g Contingency Plans

Absence or unavailability of key staff

In the absence of the exams officer, SENCO, teachers, invigilators or other key staff the head teacher and SLT will either use other members of staff within the centre to cover their roles, or buy in support from specialist agency staff.

This will be done by the HR department in line with school, local authority and other regulations.

Centre closure

If the school is closed or otherwise inaccessible for whatever reason then the school's contingency plans are to be followed. The school has a separate policy on this.

If the closure only affects this school, for example a power cut or other localised issue, this may involve moving the exam and everyone involved to a neighbouring school – there are two primary schools within a hundred metres, a church hall, a public library and Forest Hill school, with whom we share a sixth form.

If the closure affects all schools and public buildings in the area, due to terrorist action, extreme weather, civil disturbance or similar issues, guidance will be sought from the local authority.

Unavailability of rooms

Exams have priority over all other school activities during the exam seasons and lessons, clubs, revision sessions, extracurricular activities, meetings and external bookings may be moved or cancelled to accommodate them.

If the designated exam room(s) are made unavailable due to failure of lighting, flooding, unreasonable temperature extremes, damage or danger to those using the room the exams officer, premises manager and SLT will determine which rooms can be used until the issues can be corrected. If sufficient rooms cannot be found this is to be treated as a centre closure.

Students unable to take exams

If a student is unable to take an exam then the special considerations process is to be followed and all necessary evidence submitted to the exams board as requested.

If there is bad weather and invigilators and other staff are unable to attend the exam, alternate staff within the centre will invigilate the exam in their absence, or until they are able to attend. The exams officer may be required to direct staff on site remotely. If sufficient staff cannot be found to run an exam this is to be treated as a centre closure.

If students are unable to attend the exam on time, or are delayed due to transport closures, the school will allow them to take the exams regardless of when they arrive, even if this means they are subject to a Very Late start. Such details will be recorded and reported to the exam board. If students are completely unable to reach the school at all, Special Considerations will be requested if the school believes their absence was unavoidable, factoring in distance, the availability of travel routes, and the experience of students coming from a similar location.

No IT provision / Failure of IT equipment

The school has a contract with an IT provider to ensure that our equipment is properly maintained and works to a certain standard. They are obliged to ensure that laptops for students requiring word processors work in the manner required, and failure to do so would put them in breach of contract.

Laptops for word processing purposes must have sufficient battery for the full duration of the exam and beyond, or be connected to mains power for the duration of the exam. Should a laptop fail during an exam there will be at least one spare to use.

The exam logins save to the school's cloud and work, once saved to one device, can be accessed from another using the same login. Memory sticks are also available as a backup if this does not work.

Laptops and usernames / logins used in exams are only used for exams purposes and for no other purposes, and their access is strictly controlled by the exams officer.

The invigilator responsible for using laptops will be trained sufficiently to know how to log in, open the word processing program, save a document and transfer it to a memory stick, although they will guide the student in actually doing so.

Emergency Evacuation

In instances where it is necessary to evacuate the exams room, the following procedure will be followed. This procedure is posted up in all rooms used for exams for the duration of the exam season and will be followed for both internal and external exams.

The Senior Invigilator will stop the examination, noting the time of the interruption. Exam scripts are to be closed before leaving the desk.

Evacuate the examination room by the nearest exit. The Invigilators MUST ensure that the candidates are supervised as closely as possible whilst they are outside the examination room so as to ensure there is no collusion. Ensure ALL question papers, scripts and the students' personal possessions are left in the examination room.

Students must leave the school via the nearest entrance and assemble in Baxter's Fields or the green area at the front of the school. Students taking exams must be kept separate from the other evacuated students, and silence must be maintained at all times.

On returning to the examination area, the senior invigilator will note the duration of the interruption. The examination is to be restarted on the instruction of the exams officer. Candidates are allowed the full remaining time prescribed for the examination.

A report will be submitted by the exams officer to the Head teacher and the Awarding Body(s).

Exam papers not delivered

If papers are not delivered by three working days prior to the exam the exams officer will contact the exam board to arrange an emergency dispatch. This may involve downloading and printing sufficient copies of the paper on the day of the exam if they do not arrive on time.

Exam papers not collected

Exam scripts are collected by Parcelforce's yellow label service and booked online sufficiently far enough in advance. If Parcelforce do not collect on a day the papers will remain in secure storage until the following day. If they do not collect again then the exams officer will contact Parcelforce and arrange a revised collection.

If Parcelforce cannot collect a paper (for example the afternoon paper on the last day before half term) then the exams officer will take the packets to the nearest post office equipped to receive them and post from there.

Unable to issue results

If the school is compromised on results day due to power failure, a lack of access to the site or other such issues, results can be downloaded and processed remotely.

Results slips can be issued to students at a neighbouring venue: there are two primary schools within a hundred metres, a church hall, a public library and Forest Hill school, with whom we share a sixth form.

6.1.h Results and Post Results Services
Candidates will receive individual results slips on results days,

- in person at the centre
- by post to their home address - candidates to provide a self-addressed envelope before the end of the academic year if they wish to have their results posted in this way

The results slip will be in the form of a centre produced document.

Arrangements for the centre to be open on results days are made by the Director of Strategy.

The provision of the necessary staff on results days is the responsibility of the Exams Officer and Director of Strategy.

Enquiries about Results (EAR)

EARs may be requested by centre staff or the candidate following the release of results. A request for a re-mark or clerical check requires the written consent of the candidate, a request for a re-moderation of internally assessed work may be submitted without the consent of the group of candidates.

The cost of EARs will be paid by the centre.

All decisions on whether to make an application for an EAR will be made by Subject Leaders in consultation with the Exams Officer.

If a candidate's request for an EAR is not supported, the candidate may appeal and the centre will respond by following the process in its Internal Appeals Procedure (IAP) document.

All processing of EARs will be the responsibility of the Exams Officer, following the JCQ guidance.

Access to Scripts (ATS)

After the release of results, candidates may ask subject staff to request the return of written exam papers within 30 days of the receipt of results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

An EAR cannot be applied for once an original script has been returned.

The cost of EARs will be paid by the centre.

Processing of requests for ATS will be the responsibility of the Exams Officer.

Internal Appeals Process

In accordance with the 'regulatory authorities' Code of Practice for the conduct of external qualifications, Sydenham School is committed to ensuring that internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills; assessment evidence provided by candidate has been produced and authenticated according to the requirements of the specification; the consistency of the internal assessment is secured through internal standardisation as necessary; and staff responsible for internal standardisation attend any compulsory training sessions.

Appeals will only be entertained if they apply to the process leading to an assessment. There is no appeal against the mark or grade awarded.

Candidates may appeal if they feel their coursework has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.

Appeals must be made in writing by the 30th June to the Head teacher who will decide with the SLT, CL and YLC whether the process used conformed to the necessary requirements.

The candidate will be notified of the Head teacher's findings in writing, which will be copied to the Exams Officer and recorded for inspection by the awarding body.

Each awarding body publishes its arrangements for appeals against its decisions. In addition, an appeal can be made to the School concerning internal assessment.

The appeal applies only to the procedures used in arriving at internal assessment decisions and does not apply to the judgement; appeals cannot be made against the mark or grade only the procedures used.

The enquiry into internal process will be led by the relevant CL, provided that the CL has played no part in the original internal assessment process. If this is the case the Head teacher will designate another appropriate person to serve in this capacity.

The teacher making the assessment will be able to respond to the appeal in writing, and a copy will be sent to the candidate.

The enquiry will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the Awarding Body and the JCQ regulations.

The candidate will be informed in writing of the outcome of the appeal, including relevant communications with the Awarding Body and any steps taken to further protect the interest of the candidates, if relevant.

If the candidate is unhappy about the response they can ask for a personal hearing, where the panel will consist of two persons not previously involved, normally the Head teacher and a member of the Governing body.

Results and certificates

Results will be made available on the days notified by the Awarding Bodies. The dates, times and places of distribution are communicated by the Exams Officer to all staff and students via email, the examinations notice boards and letters to parents / carers.

Arrangements for the school to be open on results day will be made by the SLT in liaison with the premises team. The provision of staff on results day is the responsibility of the Exams Officer.

No results will be given over the phone, regardless of circumstances.

Results will be given to students in individual sealed envelopes on the stated day for June exams. Results not collected on results day will be posted home after two weeks.

Results and certificates can and will not be withheld from candidates under any circumstances, including non-payment of fees or library fines.

Certificates will be available for collection when notified by letters home from the Exams Officer. Those not collected will be retained. Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised to do so in writing by the candidate, which must be provided upon collection.

The centre retains certificates for five years then they are destroyed. Should a student not collect or lose a certificate replacements are available from the Awarding Body. Requests and payment must be made by the student directly to the Awarding Body.

Enquiries about Results (EARS)

It may become necessary that after receiving results, candidates, subject teachers or CLs may wish to query results and / or use completed exam papers as a practice exercise. These services can be requested via the Exams Officer; deadlines for making these requests are published prior to the results day on the examination notice board and distributed by email.

EARS are requested if the CL or subject teacher has reasonable grounds for believing there has been an error in marking. They are paid for from the faculty budget and arranged via the Exams Officer.

If a candidate wishes to query their own mark or if the centre does not uphold the enquiry, they are charged for these services.

Students are required to sign a consent form for EARS as these services can lower marks and grades. It is the responsibility of the Exams Officer to inform staff and candidates of this.

The outcome of all enquiries will be confirmed in writing. The certificate will be re-issued showing a different grade once the original certificate has been returned, if applicable.

Any appeal against the Awarding Body's decision must be lodged by the school in writing within 14 days of receiving the decision on the result enquiry. Appeals can be made by students or CLs on their behalf.

Awarding Bodies will provide centres / students with access to marked scripts based on the request submitted by Examinations Officer.

If an original script has been requested a review of marking cannot be subsequently requested. Conversely, if a review of marking has been requested an original script cannot be subsequently requested.

Certificates
Candidates will receive their certificates

- in person at the centre; or
- by post to their home address (candidates to provide a self-addressed envelope)

Certificates can be collected on behalf of a candidate by third parties, provided they have written authority from the candidate to do so, and bring suitable identification with them that confirms who they are.

The centre retains certificates for a minimum of 2 years.

A new certificate will not be issued by an awarding organisation. A transcript of results *may* be issued if a candidate agrees to pay the costs incurred.

6.1.i Appeals and Complaints

Sydenham School wishes to ensure that all complaints and grievances are resolved quickly and fairly. The vast majority of concerns are dealt with immediately and satisfactorily at an informal stage. However, the school recognises that there may be occasions when a formal complaint will be warranted. Therefore, this document sets out to provide an efficient and accessible complaints procedure with clear channels of communication.

This complaints procedure refers to general complaints around examinations and does not cover complaints about the following issues for which there are specific statutory regulations and LAA appeal mechanisms:

- The LAA decisions on special educational needs assessments and school placements
- School admissions and transfers
- Exclusions
- Employment

More specific procedures apply to:

- Staff disciplinary issues
- Financial impropriety or other criminal activity
- Alleged child abuse

This aims to resolve concerns through informal discussion at the earliest stage, ensure that complainants are confident that their concerns will be dealt with quickly and effectively, have clearly defined timescales and a named contact, focus on a resolution and provide a fair and transparent investigative process for the school and the complainant

The preliminary stage – an informal approach

- Contact the school to speak informally with the appropriate or designated member of staff as soon as you have a concern. This may be your daughter's form tutor, Year Learning Co-ordinator or the Deputy or Assistant Head who has responsibility for your daughter's year group.
- If the concern is about the Headteacher, you should initially discuss this with the Headteacher.
- If your concern is not resolved you will be referred to the next stage of the complaint procedure.

Stage 1 The Headteacher

- If your concern was not resolved in the preliminary stage you (the complainant) should now write to the Headteacher, giving details of the concern and enclosing any appropriate paperwork

- The Headteacher, or a designated senior member of staff, will acknowledge the complaint in writing within five working days
- If the complaint requires an in-depth investigation, the Headteacher or designated senior member of staff will acknowledge this and advise you that a full response will take longer, but it will, if possible, be completed within twenty working days.
- In order that all parties have a shared record and understanding of the issues and the actions, the Headteacher or senior member of staff will summarise the main points of a meeting in a letter.
- If you still remain dissatisfied, the Headteacher will decide when to give a final response and refer you (the complainant) to stage 2 of the procedure.

Stage 2   Chair of Governors

- If you (the complainant) are still dissatisfied, the Headteacher will advise you to write to the Chair of Governors outlining the complaint, explaining your reasons for pursuing it beyond the Headteacher stage and enclosing any relevant paperwork
- The Headteacher will advise you not to discuss the complaint with any other member of the Governing Body as this would make it difficult to form an appeals panel of governors who have had no previous involvement in the case
- The timescales for acknowledging the complaint and making a response will be the same as set out in Stage 1.

The aim of this stage is conciliation between all parties. In the first instance the Chair of Governors will decide who is responsible for dealing with the issues and what powers are available to Governors with respect to the particular complaint. In particularly, the Chair of Governors will decide if the issues are related to responsibilities that:

- Are delegated to the Headteacher by the governing body or:
- Fall within the governing body's remit or:
- Are within the Headteacher's terms and conditions of employment and relate to the internal organisation, management and control of the school.

For delegated responsibilities and matters within the remit of the Governing Body, the Chair of Governor may look at the whole issue afresh.

If the matter relates to the Headteacher's conduct, the Chair of Governors will decide whether the matter should be dealt with through the complaints procedure or staff disciplinary procedure.

For matters that are the Headteacher's responsibility, the Chair of Governors is only empowered to look at whether the Headteacher's decision or action was reasonable in the light of the information available at the time.

In the rare circumstance that you are still unhappy with the outcome, the Chair of Governors will offer a right of appeal to the Governing Body Complaints Panel.

Stage 3   Governing Body Complaints Panel

If you (the complainant) wish to appeal to the Governing Body you will be advised to do so by writing to the Clerk to the Governing Body. The issues should be described in detail and reasons given as to why the previous stages have not been satisfactory. The form on which to do this is Appendix A. You will be reminded not to discuss the complaint with members of the Governing Body, who would then not be able to be members of the appeals panel. The Governors' powers will be explained to you as in the previous stage. Two forms of appeal will be considered. They are reconsideration or review.

Reconsideration

When the issue relates to delegated responsibilities, the panel will look at the matter afresh with any new information that the Headteacher may not have been aware of at the time of the original response or action. In the light of additional information, the panel may decide to write and ask the Headteacher to give the matter further consideration.

Review

If the matter falls within the Headteacher's decision- making responsibilities, then the panel will only have the power to review the decision, not to consider the matter afresh. It may look at whether the decision or action was reasonable.

An unreasonable decision or action may be one that is irrational, that is a decision that no reasonable Headteacher, who is properly aware of his/her duties, and properly taking into account all the facts of the case, would make.

The panel will consider the facts as they were known to the Headteacher at the time and then consider whether the Headteacher:

- Failed to take account of a relevant consideration, or:
- Took into account an irrelevant fact, or:
- Made a 'perverse' decision in the light of the evidence available at the time, or:
- Made a reasonable decision in the light of the evidence available at the time.

If new evidence does come to light, the panel will refer it back to the Headteacher, who may consider amending the decision in the light of the new information. In deciding whether the Headteacher's decision was 'perverse' the panel will judge whether the decision was one that, on the facts, was open to the Headteacher to make within a reasonable range of responses, in the light of the evidence available.

For issues relating to the National Curriculum or the provision of Religious Education, the complainant may appeal to the Local Authority, i.e. Lewisham.

For general complaints this is the final stage of the school's complaint procedure.

Stage 4   Local Authority (LA)

The LA offers a further right of appeal for complainants who have exhausted the school's complaints procedures, if the complaint is about:

- The National Curriculum and related matters
- The provision of collective worship and religious education.

For general complaints about a school, the LA has no remit or powers beyond reminding schools of their legal obligations. Therefore, for individual general complaints which relate to internal school matters and have exhausted the school's own complaints procedure, there is no right of appeal to the LA as it has no powers to direct the school to change its decision.

If a complaint cannot be resolved further, the Headteacher, governors and you (the complainant) may seek further advice from the LA's complaints adviser.

Secretary of State

If a complainant wishes to pursue a complaint because they feel the school has acted unreasonably, they can write to the Secretary of State. The Secretary of State will contact the governing body and LA for more detailed information. The Secretary of State has the power to direct the school to revise an action using the same criteria as applied by governors.

Ombudsman

There is no school ombudsman. The local government ombudsman will consider matters relating to the LA's responsibility but cannot consider matters about the internal management of the school.

6.1.j   Archiving and Retention

This explains the document types that the exams office will retain and for how long. These are all determined by JCQ regulations where they existed, and for local practicalities beyond this.

Retained by the centre but not by the exams office

- Access Arrangement documents: returned to SENCO
- Invoices and billing: given to finance officer
- Scripts used for teaching and learning purposes: to subject leaders
- Spare exam papers: issued to subject leaders for teaching purposes

- Moderator reports: issued to subject leaders

Retained by the centre until receipt of certificates:

- Alternative site arrangements, if used
- Overnight supervision arrangements, if used
- Incident reports including emergency evacuations
- Very Late arrival reports and outcomes
- Registers, seating plans and invigilation arrangements
- Records of confidential material received by centre
- Records of movement of confidential material around centre
- Logs of scripts dispatched by Parcel force yellow label service
- Exam room checklists
- Exam room incident reports
- Proof of postage for NEA sample
- Special considerations documentation

Retained until the next update is provided

- Exam board administrative information
- JCQ publications

Retained for set period as defined by exam board

- Records of certificates subject to confidential destruction
- Records of certificates issued to students
- Exam board stationary
- Invigilator meeting and training records
- Post results services: requests and consent forms
- Malpractice investigations, findings and reports

Retained indefinitely, until no longer needed or collected by students

- Certificates from exam board
- NEA work whether used for sampling or not
- Results documentation including post results changes

Documents are disposed of in line with JCQ requirements including as confidential waste. This is done through a third party arranged by the admin office.

6.2. Feedback

Effective feedback is an essential part of the learning process and has been described by Hattie as "the most powerful single moderator that enhances achievement" (Hattie, 1999). High quality feedback and assessment for learning enable staff and students to check learning and make decisions about what they need to do next to make sustained progress.

Impactful feedback can take many different forms and each Faculty has devised its own feedback policy to meet the needs of the students in each curriculum area and at each Key Stage. A range of strategies have been identified in the Faculty policy to ensure that teachers have a firm understanding of the progress that each student is making and these strategies will include the following as appropriate:

- Verbal feedback in class, including 'Live marking' – reading student work as they are writing and giving immediate feedback including marking for literacy
- Written feedback – including faculty designed code marking where appropriate
- Guided peer marking and/or self-assessment
- Whole class feedback
- Reading a set of students' work to identify common misconceptions and to re-teach

6.2.a. Underpinning Principles for Faculty Policies

- Feedback practices set high levels of challenge and expectations for all students
- Feedback needs to enhance students confidence as well as their cognitive ability by including subject specific comments on progress
- We have an agreed and shared understanding of what constitutes effective feedback
- We have feedback practices and procedures that are manageable by all staff
- Students understand the importance of using feedback to make excellent progress and Faculties ensure that teaching time is allocated for this purpose
- Curriculum Leaders rigorously monitor the quality and impact of feedback and marking to ensure that the Faculty policy is adhered to and address any identified professional development needs.
- Book/work sampling and student voice should be used to monitor all forms of feedback, including verbal
- Feedback policies should be shared in an accessible format with parents and students.

6.2.b. Features of Effective Feedback

Each Faculty policy must ensure that:

- Feedback is targeted and constructive and helps students to move forwards, focusing on what needs to happen next
- Feedback opportunities are carefully planned within each scheme of work and is always close to the learning activity.
- Giving students feedback in the classroom during the lesson has been proven to increase learning and student outcomes and should be prioritised
- Sufficient time is always planned for and given to students to act upon feedback

- Where appropriate, summative grades and formative feedback may be communicated to students separately so that sufficient focus can be given to ensuring that students understand how to act on formative feedback.

Adults will:

- Contribute to the development of the Sydenham HPL culture in which no student is limited by their prior attainment or self-belief by providing feedback the ensures students know how to make specific improvements
- Provide timely and tangible feedback in a variety of forms that enables students to make take actions to develop their skills, knowledge and understanding further
- Give praise effectively and selectively using a variety of methods including merits and HPL postcards home.
- Refer to and follow the school literacy and numeracy policy (this is being reviewed)

Students will:

- Act upon feedback in all its forms
- Understand that feedback comes in a variety of forms. This not only comes from the teacher but also from peers and their own reflection.

6.2.c. Feedback Strategies will include the following:

A. Teacher feedback based on the formative assessment of students' work

- Verbal feedback in class to individual students. This is the most important mechanism for ensuring that students have immediate, detailed, specific and interactive dialogue that helps them improve their learning.
- Written feedback for identified pieces of work, planned across the year. This may include code marking where appropriate
- Highlighted/ticked mark schemes/criteria sheets
- Whole class feedback based on the teacher reading through a set of student's books and recording which students require praise, any student with unfinished work and any reoccurring misconceptions and SPaG errors
- The use of Personal Learning Checklists
- Seeking our misunderstood content, re-teaching this and altering teaching accordingly
- misunderstood content.
- Devising activities such as bespoke 'Do It Now' tasks.
- Devising quizzes, questions, further reading and tests to address misconceptions and next steps

B. Self and/or peer assessment

- Self-assessment and/or peer assessment that has clear and specific criteria that have been well communicated with student and that is closely controlled and monitored by staff

6.2.d. Faculty Policy

Curriculum Leaders are responsible for writing an assessment and feedback policy that meets the needs of the Faculty and that adheres to the principles of feedback outlined in this document. Each Faculty will plan how and where different types of feedback are used during the course of each

scheme of work in each year group. The Faculty policy should include subject specific examples of excellent feedback practice. The Faculty policy will be agreed with the SLT Line Manager and reviewed annually. The Senior Leader with responsibility for assessment and reporting will have oversight of each policy to ensure consistency.

7. Reporting & Tracking

7.1. Baseline Assessment

A combination of English and maths baseline assessments will be given to all Year 7 students upon entry into the school. The data from these assessments along with any prior data will support the school in setting GCSE target grades for these students.

For English, students will be given a New Group Reading Test (NGRT) to assess students' reading and comprehension skills, identifying those students who may need further support. This data is benchmarked against other students of the same age. They will also be given a writing assessment which will be standardised using a National Writing Framework.

For maths, students will be given a differentiated baseline test using the White Rose Mastery scheme of learning to identify those students who may need further support.

7.2. Assessment – Key Stage 3

The aims of assessment at Key Stage 3 are as follows:

- To be inclusive and set high expectations for all, underpinned by the belief that all students can succeed
- To measure student progress through a rigorous curriculum
- To be manageable for staff, meaningful for parents/carers and motivating for students
- To provide effective data so that all students can be supported to make excellent progress

Key Stage Three Assessment is informed by Key Stage 4 and Key Stage 5 and is rooted in the planned curriculum for each subject.

Each subject publishes an assessment criteria sheet which outlines the knowledge and skills students are expected to develop in each topic taught in Year 7 and Year 8. These can be found on the school website.

The judgment made by teachers at each Progress Point is based upon students' current acquisition of the knowledge and skills required in each subject. This is clearly linked to the subject criteria for each of the five steps outlined in the assessment criteria sheet.

- At each Progress Point teachers will enter the appropriate grade on SIMS for all students in their class, these can be seen in the table below. The grade will be informed by an assessment of students' work against the subject criteria and this may take the form of a test or other assessment evidence appropriate to the subject. Assessments will be standardized and moderated within the faculty in designated faculty time.

- Reports generated for parents will use the Descriptor and not the numbers and will also include an HPL merit report.

Key Stage Three Assessment Steps

Step	Description
1	Working well above the expected standard/Exceptional performance
2	Working above the expected standard
3	Meeting the expected standard
4	Working towards the expected standard
5	Not yet meeting the expected standard

7.3. Assessment – Key Stage 4

At Key Stage 4 we will use the 4MATRIX fine grades (+, -) for GCSEs, for example:

- 5+ implies **completely secure** at grade 5
- 5   **secure** at this grade 5
- 5- **borderline, not safe, will require intervention to secure the grade 5**

Each subject uses a range of assessments informed by our GCSE specifications to identify their progress and next steps. We recognise that learning is often not linear and therefore students may vary in their rates of progress over time and across different subjects.

We expect teachers to provide adequate time for deliberate and retrieval practice to embed the students' knowledge, understanding and skills securely. Teachers introduce subject content carefully and progressively and constantly demand more of students.

Progress is tracked carefully using both day to day class assessment as well as the assessment points identified in the calendar. Where a student appears to be underachieving a range of support and intervention strategies both in class and outside may be deployed.

7.4. Assessment – Key Stage 5

At Key Stage Five we use Fine Grades (1,2,3) for A Level and Vocational Qualifications, for example

- A1: completely secure at grade A
- A2: secure at this grade A
- A3: borderline, not safe, will require intervention to secure the grade A

Each subject uses a range of assessments informed by our A Level, BTEC and CTEC specifications to identify their progress and next steps. We recognise that learning is often not linear and therefore students may vary in their rates of progress over time and across different subjects.

We expect teachers to provide adequate time for deliberate and retrieval practice to embed the students' knowledge, understanding and skills securely. Teachers introduce subject content carefully and progressively and constantly demand more of students.

Progress is tracked carefully using both day to day class assessment as well as the assessment points identified in the calendar. Where a student appears to be underachieving a range of support and intervention strategies both in class and outside may be deployed.

7.5 Reporting to Parents

Please see the reporting calendar below (Appendix 1).

Assessment Calendar 2021 – 22

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
1	CATS Baseline tests 14/9 Transition Data 14/10		Transition Data 21/10		Assessment Weeks ft/c 27/9 PP1 14/10	Transition Data 30/9	Assessment Weeks ft/c 27/9 PP1 14/10 Parents Evening 21/10
2	Assessment Weeks ft/c 8/11 PP1 2/12	Assessment Weeks ft/c 8/11 PP1 2/12	Parents Evening 3/11	Assessment Weeks ft/c 1/11 PP1 25/11	Mocks ft/c 15/11 PP2 13/12	Assessment Weeks ft/c 1/11 PP1 25/11	Mocks 22/11 – 30/11 PP2 13/12
3		PARENTS EVENING (incl Options) 2/2	Assessment Weeks ft/c 10/1 PP1 3/2	Assessment Weeks ft/c 24/1	Parents Evening 5/1	Parents Evening (at Forest Hill) 13/1 Assessment Week from 2/2 to 11/2	
4	Subject Comments 9/3		Subject Comments 24/3	PP2 24/2 Parents Evening 2/3	Mocks ft/c 21/2 PP3 17/3	PP2 3/3	Mocks ft/c 21/2 PP3 17/3
5	Parents Evening 4/5	Subject Comments 11/5	Assessment Weeks ft/c 16/5	Subject Comments 18/5			

6	Assessment Weeks ft/c 20/6	Assessment Weeks ft/c 20/6	PP2 16/6	Assessment Weeks ft/c 13/6		Assessment Week from 8/6	
	PP2 14/7	PP2 14/7		PP3 7/7		PP3 7/7	