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1. The 11-16 Exams Policy

The policy purpose

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates;
- 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 exams processes to read, understand and implement this policy.

The Exams Policy will be reviewed annually.

The Exams Policy will be reviewed by the Governors' Curriculum Committee.

Outlining staff responsibilities

Assistant Headteacher: Curriculum/Exams Officer:

- reports on all related matters to the Headteacher and acts upon his/her instructions. The Headteacher retains ultimate decision-making authority over all matters;
- produces annual exam timetables;
- communicates with staff concerning imminent deadlines and events;
- ensures that candidates and their parents are informed of aspects of the exam timetable that will affect them;
- consults with teaching staff to ensure that necessary coursework/assessments are completed on time and in accordance with the Thomas Keble non-examination Assessment Policy (see Appendix 2).
- receives, records, checks and stores securely all exam papers and completed scripts;
- administers, in conjunction with the SENCO, access arrangements and makes applications for special consideration using the JCQ publication Access Arrangements, Reasonable Adjustments and Special Consideration;
- identifies and manages exam timetable clashes;
- accounts for income and expenditures relating to all exam costs/charges;
- manages the organising, recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exam;
- submits candidates' coursework/assessment marks to the exam boards prior to published deadlines;
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SMT, any appeals/re-mark requests;
- maintains systems and processes to support the timely entry of candidates for their exams;
- Ensure invigilators are fully trained.

Heads of Department:

- provide accurate and timely information of syllabus including Board and appropriate codes;
- confirm and monitor departmental entries;
- inform Exam Office of any amendments and/or withdrawals in advance of the published deadlines;
- submit candidates' coursework/assessment marks in accordance with the Thomas Keble Non-examination Assessment Policy in advance of the published deadlines;
- inform Exam Office of any additional requirements such as alternative rooms, double desks etc;
- liaise with Assistant Headteacher: Curriculum regarding dates for practical assessments;
- liaise with Assistant Headteacher: Curriculum regarding dates for internal/external moderation;
- liaise with HOY and SMT to inform parents of all non-examination assessments, practical exams and orals.

Teachers are responsible for:

- Providing evidence to support any access arrangement requests (as soon as possible after the start of the course) to SENCO;
- submission of entries via Head of Department;
- informing, in writing, Assistant Headteacher: Curriculum of any pupil concerns e.g. attendance/incomplete or missed assessments.

SENCO is responsible for:

- identification and testing of candidates' requirements for access arrangements;
- provision of additional support, with identified requirements;

- liaising with Exam Office with regard to access arrangements;
- organising appropriate training for staff involved in access arrangements.

Appropriate staff ensure that candidates

- understand coursework/assessment regulations and sign a declaration that authenticates the work as their own;
- read and understand appropriate JCQ publications.

2. Qualifications

Qualifications offered

The qualifications offered at this centre are decided by the Head of Centre.

The qualifications currently offered are GCSE, Entry level, C.o.P.E Award and Cambridge National, BTEC and NOCN Awards.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by the end of June of the preceding year.

Informing the exams office of changes to a syllabus is the responsibility of the Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Candidates, Parents/Carers, Subject teachers and Head of subject. Any decision to withdraw a candidate will be taken by the Headteacher in consultation with the Head of Year and Assistant Headteacher: Curriculum.

3. Exam series and timetables

Exam seasons

Formal internal exams and assessments are scheduled in Term 2 for Year 11 and Term 4/5 for Year 10.

External exams and assessments are scheduled in May and June.

KS4 internal exams are held under external exam conditions.

Timetable

Once confirmed, the exams officer will circulate the exam timetable for external exams and ensure the school communicates this to parents; the Head of Year will circulate exam timetables for internal exams.

4. Entries, entry details and late entries

Entries, entry details and late entries

Candidates are selected for their exam entries by the Subject teachers.

Candidates or parents/carers can request a subject entry, change of level or withdrawal providing the request stays within the normal exam fee. Withdrawal from a subject exam can only be agreed by the Headteacher.

The centre accepts external entries from former candidates only.

The centre does not act as an exam centre for other organisations.

Entry deadlines are circulated to Heads of Department.

Late entries are authorised by Assistant Headteacher: Curriculum/Exam Officer but late entry fees must be paid for by the subject department.

5. Exam fees

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.

GCSE entry exam fees are paid by the Centre.

All other exam fees are paid by the Centre.

Late entry or amendment fees are paid by Departments or Parents/Carers unless they are as a result of Exam Office administration errors.

No charges can be made for entry to a public examination on the DfE prescribed list, except where the pupil without good reason fails to attend or meet the requirements of the examination (e.g. fails to submit coursework, attend an oral component etc). However, full costs will be charged for all re-sits, unless there are exceptional circumstances authorised by the Headteacher.

6. Disability Discrimination Act

Disability Discrimination Act

All exam centre staff must ensure that they meet the requirements of the Disability & Equality Act 2010.

A person has a disability for the purposes of the Act if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The centre will meet the requirements of the Act by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Head of Centre.

Access arrangements

The SENCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam.

A candidate's access arrangements requirement is determined by the Educational Psychologist/Specialist teacher.

Making access arrangements for candidates to take exams is the responsibility of the SENCO.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Educational Psychologist/Specialist teacher.

Rooming for access arrangement candidates will be arranged by the SENCO and Assistant Headteacher: Curriculum.

Invigilation and support for access arrangement candidates will be organised by the SENCO with the Exams Office.

Contingency planning

Contingency planning for exams administration is the responsibility of the Assistant Headteacher: Curriculum/Exams Office. See the separate document filed in T:\Exams\contingency-exam officer role.

Private candidates

Thomas Keble School is not registered to facilitate private candidates.

7. Managing invigilators

Managing invigilators

External staff are used to invigilate examinations.

These invigilators will be used for external exams and appropriate KS4 examinations.

Recruitment of invigilators is the responsibility of the Exams Office.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration. In Thomas Keble's case this will be processed by the Business Manager.

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

Invigilators are timetabled and briefed by the Exams Office.

Invigilators' rates of pay are set by the centre administration.

Malpractice

The Assistant Headteacher: Curriculum/Exams Office is responsible for investigating suspected malpractice.

Exam days

The Assistant Headteacher: Curriculum/Exams Office will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

In practical exams subject teachers must be on hand in case of any technical difficulties.

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 the following day.

8. Candidates

Candidates

Internal candidates are known to staff. If there is any doubt, the Head of Year can be asked to confirm identity. Candidate photographs are provided for invigilators.

The JCQ notification of conduct and candidates' use of mobile phones and other electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

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 Assistant Headteacher: Curriculum/Exams Office Staff.

Candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Assistant Headteacher: Curriculum/Exams Office is responsible for handling late or absent candidates on exam day or subsequently.

For clash candidates, the supervision of escorts, identifying a secure venue and arranging overnight supervision is the responsibility of the Assistant Headteacher: Curriculum/Exams Office.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the Assistant Headteacher: Curriculum/Exams Office to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Assistant Headteacher: Curriculum/Exams Office will then complete the on-line special consideration form for the relevant awarding body within seven days of the exam.

9. Internal assessments and appeals

Internal assessment replaces the largely discontinued term coursework

It is the duty of Heads of Department to ensure that all internal assessment is ready for despatch at the correct time. The Assistant Headteacher: Curriculum/Exams Office will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Marks and appeals

Marks for all internally assessed work are provided to the exams office by the Heads of Department.

Appeals against internal assessments must be made by the end of Term 4.

Appeals against internal assessments

The process for managing appeals against internal assessments is detailed in a separate Appeals Policy (see Appendix 1).

10. Results

Results, Enquiries About Results (EARs) and Access To Scripts (ATS)

Candidates will receive individual result slips on results days, either in person at the centre or by post to their home addresses (candidates to provide self-addressed envelope).

Arrangements for the centre to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Assistant Headteacher: Curriculum/Exams Office.

EARs

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking. The candidate's consent is required before any EAR is requested.

If a result is queried, the Assistant Headteacher: Curriculum/Exams Office, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

When the centre does not support a candidate's or parent's request for an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

ATS

After the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

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

GCSE re-marks cannot be applied for once a script has been returned.

12. Certificates

Certificates

Certificates are collected and signed for.

The centre retains certificates for two years (statutory time is one year).

Head of Centre

Assistant Headteacher: Curriculum/Exam Officer

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Date

The policy is next due for review in Spring 2018.

Exam Appeal Policy

Contents

- Appeals against Non-examination Assessment of Work for External Qualifications
- Enquiries about External Assessment Marks

Appeals against Internal Assessment of Work for External Qualifications

Thomas Keble School is committed to ensuring that whenever its staff assesses students' work for external qualification; this is done fairly, consistently and in accordance with the specification for the qualifications concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills and who have been trained in this activity. The school is committed to ensuring that assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications of each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

- Appeals should be made as early as possible and at least two weeks before the end of the last externally assessed paper in the examination series (e.g. the last GCSE written paper in the June exam series).
- The candidate's parent/guardian must make the appeal in writing to the Examinations Officer, who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision.
- The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body and the examinations code of practice of Ofqual.
- The candidate will be informed in writing of the outcome of the appeal including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
- If the candidate is not happy with the written report they have received, they may request a personal hearing before an appeals panel. This must be within two working days of receipt of the written reply to the original appeal.
- The appeals panel will consist of two senior members of staff and a school governor. The candidate will be given at least two days' notice of the hearing date and will be given a breakdown of the marks awarded in advance of the appeal. The candidate (plus a parent/guardian if requested) and teacher(s) involved will be present at the hearing.
- The outcome of the appeal will be made known to the Headteacher and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding the body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of Thomas Keble School and is not covered by this procedure. Each awarding body has its own appeal procedure which is available from the Examinations Officer.

Head of Centre

Assistant Headteacher: Curriculum/Exam Officer

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Date

The policy is next due for review on

Management of Non-examination Assessments

Outlining staff responsibilities - GCSE non-examination assessment

Assistant Headteacher: Curriculum

- Accountable for the safe and secure conduct of non-examination assessments. Ensure assessments comply with JCQ guidelines
- At the start of the academic year, begin coordinating with heads of department/subject to schedule non-examination assessments. (It is advisable that non-examination assessments be spread throughout the academic years of key stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/ problems over the timing or operation of non-examination assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff have a calendar of events
- Work with the Head of Department to ensure that staff involved have suitable secure storage facilities

Heads of department/faculty

- Ensure assessments comply with awarding bodies' subject-specific instructions.
- Decide on the awarding body and specification for a particular GCSE.
- Liaise with Assistant Headteacher: Curriculum and Exam Office with regard to dates for Non-examination Assessments to ensure facilities/rooms available and suitable assistance for those with Access Arrangements.
- Standardise/moderate the marking of all teachers and pass completed marksheets to the exam office.
- Ensure that individual teachers understand their responsibilities with regard to non-examination assessment and that there is a suitable system in place to record dates, times, incidents etc.
- 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 general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain, from Heads of Departments, 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 (available from Heads of Departments) on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks, via Heads of Departments, to the exams office 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.

Exams office staff

- Enter students for individual units, whether assessed by non-examination assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.
- On the few occasions where non-examination assessment cannot be conducted in the classroom arrange suitable accommodation where non-examination assessment can be carried out, at the direction of the Assistant Headteacher: Curriculum.

Special educational needs coordinator/additional learning support

- Ensure access arrangements have been applied for.
- Ensure support staff are supplied where required.

Thomas Keble School BTEC Assessment Malpractice Policy

Aim

To identify and minimise the risk of malpractice by staff or learners.

To respond to any incident of alleged malpractice promptly and objectively.

To standardise and record any investigation of malpractice to ensure openness and fairness.

To impose appropriate penalties and/or sanctions on learners or staff where incidents (or attempted incidents) of malpractice are proven.

To protect the integrity of this centre and BTEC qualifications.

In order to do this, the centre will:

- seek to avoid potential malpractice by using the induction period and the student handbook to inform learners of the centre's policy on malpractice and the penalties for attempted and actual incidents of malpractice
- show learners the appropriate formats to record cited texts and other materials or information sources
- ask learners to declare that their work is their own
- ask learners to provide evidence that they have interpreted and synthesised appropriate information and acknowledged any sources used
- conduct an investigation in a form commensurate with the nature of the malpractice allegation. Such an investigation will be supported by the **Head of Centre** and all personnel linked to the allegation.

It will proceed through the following stages:

1. Written statements from the candidate(s) and appropriate members of staff.
 2. Interview with the Assistant Headteacher: Curriculum.
 3. Consultation between Head of Centre and Assistant Headteacher: Curriculum.
- make the individual fully aware at the earliest opportunity of the nature of the alleged malpractice and of the possible consequences should malpractice be proven
 - give the individual the opportunity to respond to the allegations made
 - inform the individual of the avenues for appealing against any judgment made
 - document all stages of any investigation.

Where malpractice is proven, this centre will apply the following penalties / sanctions as appropriate:

1. Cancellation of the appropriate work.
2. All future work supervised by a senior member of staff.
3. Disqualification from the qualification.

Definition of Malpractice by Learners

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- plagiarism of any nature
- collusion by working collaboratively with other learners of produce work that is submitted as individual learner work
- copying (including the use of ICT to aid copying)
- deliberate destruction of another's work
- fabrication of results or evidence
- false declaration of authenticity in relation to the contents of a portfolio or coursework
- impersonation by pretending to be someone else in order to produce the work for another or arranging for another to take one's place in an assessment / examination / test.

Definition of Malpractice by Centre Staff

This list is not exhaustive and other instances of malpractice may be considered by this centre at its discretion:

- improper assistance to candidates
- inventing or changing marks for internally assessed work (coursework or portfolio evidence) where there is insufficient evidence of the candidates' achievement to justify the marks given or assessment decisions made
- failure to keep candidate coursework/portfolios of evidence secure
- fraudulent claims for certificates
- assisting learners in the production of work for assessment, where the support has the potential to influence the outcomes of assessment, for example where the assistance involves centre staff producing work for the learner
- producing falsified witness statements, for example for evidence the learner has not generated
- allowing evidence, which is known by the staff member not to be the learner's own, to be included in a learner's assignment/task/portfolio/coursework
- facilitating and allowing impersonation
- misusing the conditions for special learner requirements, for example where learners are permitted support, such as an amanuensis. This is permissible up to the point where the support has the potential to influence the outcome of the assessment
- falsifying records/certificates, for example by alteration, substitution, or by fraud
- fraudulent certificate claims, that is claiming for a certificate prior to the learner completing all the requirements of assessment.

This policy will be reviewed every 12 months by the Assistant Headteacher: Curriculum/Governing Body.

Thomas Keble School

BTEC Re-submission and Re-take Policy

As part of the design of New Generation BTECs, there is no option to re-submit tasks/work. Students will be given a deadline for each assessment. You are responsible for submitting all your assessments by the deadline date.

- Attending all your lessons will help you to be successful in your assessments.
- You should aim for a minimum of 90% attendance for each unit.

Submission of Assessments

Once you have started work on your assignment you will be required to work on this independently.

Assignments should be handed in to your teacher **by the deadline date**, with a signed statement to confirm that the work is your own. The teacher will record the date that the work is handed in.

External assessment (online test)

When considering the date the learners will complete the external assessment we will consider a time that is suitable for the learners and one that will also enable the learner's time to complete a re-sit, if required.

The first test booking is included in the cost of registration, but re-sits will be charged the appropriate fee according to the exam board website. Learners are unable to re-sit a test until they have received a result from their previous attempt.

Once learners have received their test result, they must inform their teacher if they would like the opportunity to re-sit. The subject teacher will collate the requests and advise the exam office if a re-sit is recommended. Test bookings will not be made until the re-sit fee is received.

Thomas Keble School BTEC Registration and Certification Policy

Aim

To ensure that individual students are registered on the correct programme within agreed timescales.
To ensure valid student certificates are claimed within the timescales specified by the awarding body.

To construct a secure, accurate and accessible audit trail to ensure that student's registration and certification claims can be tracked to the certificate which is issued for each student.

The Centre will:

Register each student within the awarding body requirements. The Examinations Officer will confirm, with the Head of Department, which students are on the course and the course details.

Examinations Officer will register students on Edexcel online before 1st November. Confirmation will be printed and distributed to Head of Department.

Inform the awarding body of withdrawals, transfers or changes to student's details.

Inform the awarding body where the school is able to apply for reasonable adjustments or special consideration for individual students.

Ensure that certificate claims are timely and based solely on internally verified assessment records.

- The internal verifier will agree grades with the department and Assistant Headteacher (Curriculum) and, jointly, these are passed to the Exam office for input on Pearson online. The input is supervised by both the PE department and Assistant Headteacher (Curriculum).

Audit certificate claims made to the awarding body.

Audit the certificates received from the awarding body to ensure accuracy and completeness.

- Upon receipt of the certificates, the Exam office checks they are accurate (both the result and candidate details) and places them in secure storage until certificate evening. Candidates are invited back to the school in the November of the year they leave, to receive all their exam certificates in person. They are handed out by their personal tutors or other staff who are able to identify them.
- Uncollected certificates are held in secure storage. Candidates are advised in writing that unclaimed certificates will be held for one year and then destroyed.
- Certificates cannot be collected by third parties.
- Keep all records safely and securely for three years post certificate.

BTEC Appeal Policy Thomas Keble School

Aim:

- to enable the learner to enquire, question or appeal against an assessment decision
- to attempt to reach agreement between the learner and the assessor at the earliest opportunity
- to standardise and record any appeal to ensure openness and fairness
- to facilitate a learner's ultimate right of appeal to the awarding body, where appropriate
- to protect the interests of all the learners and the integrity of the qualification.

Practice:

- inform the learner at the start of KS4 of the appeal policy and procedure
- record, track and validate any appeal
- forward the appeal to the awarding body when a learner considers that a decision continues to disadvantage him/her after the internal appeals process has been exhausted
- keep appeal records for inspection by the awarding body for a minimum of 18 months
- have a staged appeals procedure
- will protect the interests of other learners and the integrity of the qualification, when the outcome of an appeal questions the validity of other results.

Student Procedure:

- inform the assessor (teacher) within two weeks of receiving the grading, that you are unhappy with the result and seek an appointment with him/her to discuss the matter
- should you still be unhappy, complete a grading appeal form and submit to your teacher. A meeting will be organised with the Internal Verifier for that unit and your work will be reviewed
- if you are still unhappy, a member of the Senior Management Team in the school will be informed and they will make a final decision
- if at this stage you are not satisfied, you will be referred to the BTEC appeals procedure

Thomas Keble School BTEC Grading Appeal Form

Student:	Tutor:
Course title:	
Unit number/name:	
Student appeal reasons:	
Student signature and date:	
Teacher comment:	
Teacher signature and date:	
Internal verifier comment:	
Internal Verifier signature and date:	
Student feedback:	
Decision accepted: Yes/No	
Student signature and date:	

Thomas Keble School Use of Laptops Policy

Thomas Keble School believes that handwriting is a skill for life and that it should be developed alongside the typing skills that our students develop as they continue through life. This means that our initial response to a student who has difficulty writing legibly is to give them additional support with their handwriting so that this skill is developed rather than lost by reverting purely to word processing.

Thomas Keble School is committed to supporting all of our students to achieve their full potential. However, we do not have the resources to fund examination enabled laptops to all students (personal laptops cannot be used in examinations) and therefore have to ensure that we do not advantage some students over others.

“A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard or because he/she uses a laptop at home.” (Joint Council for Qualifications [JCQ] adjustments for candidates with disabilities and learning difficulties – Access Arrangements and Reasonable Adjustments 2016 section 5.8.4).

Transition from primary or another school to TKS:

If a student’s normal way of working at primary school (or another secondary school) is to use a laptop we would need evidence of this normal way of working as this must be on our file for inspectors to explain the need and normal way of working. For example: A letter from the SENCo and copies of word-processed examinations or work or exercise books with word-processed work stuck in.

KS3:

We are very keen to support students in their acquisition of legible handwriting as this is a skill for life. We do run handwriting interventions to enable the development of legible handwriting. We assess students for whom we have a history of need for possible examination access arrangements for GCSE in the second half of Year 9.

GCSE: There should be enough evidence to demonstrate a requirement by the beginning of Year 10 or, at the very latest, after the Year 10 internal examinations.

Next steps if interventions fail:

If interventions have not enabled the student to write legibly we will then investigate to see if further interventions are required or if the student would be eligible for the examination access arrangement of a word processor. Parents are informed of the results of these assessments by letter.

Regulations which we are required to follow:

Examination access arrangements are to level the playing field and “allow candidates/learners with special educational needs, disabilities or temporary injuries to:

- Access the assessment;
- Show what they know and can do without changing the demands of the assessment.” (JCQ)

A laptop in examinations needs a specific and appropriate need to warrant its use so that the candidate is **not having an advantage over all other candidates**. If their writing is illegible because they are not taking care then that is not an appropriate need.

Some appropriate uses are:

- A learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- A medical condition
- A physical disability
- A sensory impairment
- Handwriting which has been hard to decipher over a number of years without improvement (**even though there have been documented interventions**)
- A candidate who has substantial problems with organisation of ideas and this has been documented over a number of years

Student responsibility if laptop use is granted:

This need means that using a laptop will be their **normal way of working** as they cannot record their learning and demonstrate their knowledge without it. We will have evidence of their normal way of working (required for JCQ inspectors) because they will be word processing their work in most lessons and homeworks. It is the student's responsibility to print off their work and stick it into exercise books. Without this evidence that word processing is their normal way of working they will not be able to use it in examinations.

In order to retain this access arrangement it is also important that students follow the school policy on acceptable computer use.