



## Public Examinations and Controlled Assessments Policy

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**Note: Controlled assessments are being phased out of the curriculum**

***This policy should be read in conjunction with the following JCQ documents.***

- *Instructions for conducting controlled assessments (GCSE qualifications)*
- *General and Vocational qualifications Suspected Malpractice in Examinations and Assessments*
- *Teachers sharing controlled assessments and coursework with candidates*

# **PUBLIC EXAMINATIONS AND CONTROLLED ASSESSMENTS POLICY**

## **1. PURPOSE**

1.1. The purpose of this exams policy is:

- 1.1.1. to ensure the planning and management of exams is conducted efficiently and in the best interests of candidates;
- 1.1.2. to ensure the operation of an efficient exams system with clear guidelines for all relevant staff.
- 1.2. It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy.
- 1.3. Where references are made to JCQ regulations/guidelines, further details can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

## **2. EXAM RESPONSIBILITIES**

2.1. The Headteacher supported by Assistant Headteacher:

- 2.1.1. Has overall responsibility for the school/college as an exams centre and advises on appeals and re-marks.
- 2.1.2. Is responsible for reporting all suspected or actual incidents of malpractice - refer to the JCQ document Suspected malpractice in examinations and assessments.

### **2.2. Examinations officer**

- 2.2.1. Manages the administration of internal and external exams
- 2.2.2. Advises the leadership team, subject and class tutors, and other relevant support staff on annual exams timetables and procedures as set by the various awarding bodies.
- 2.2.3. 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.
- 2.2.4. Ensures that candidates and their parents are informed of and understand those aspects of the exams timetable that will affect them.
- 2.2.5. Checks with teaching staff that the necessary coursework and/or controlled assessments are completed on time and in accordance with JCQ guidelines.
- 2.2.6. Provides and confirms detailed data on estimated entries.
- 2.2.7. Maintains systems and processes to support the timely entry of candidates for their exams.
- 2.2.8. Receives, checks and stores securely all exam papers and completed scripts and ensures that scripts are dispatched as per the guidelines.
- 2.2.9. Makes applications for special consideration following the regulations in the JCQ publication A guide to the special consideration process.

- 2.2.10. Identifies and manages exam timetable clashes.
- 2.2.11. Accounts for income and expenditures relating to all exam costs/charges.
- 2.2.12. Line manages the lead exams invigilator and organises the recruitment, training, and monitoring of a team of exams invigilators responsible for the conduct of exams.
- 2.2.13. Ensures candidates' coursework / controlled assessment marks are submitted, and any other material required by the appropriate awarding bodies correctly and on schedule.
- 2.2.14. Tracks, dispatches, and stores returned coursework / controlled assessments.
- 2.2.15. Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the LT, any post results service requests.

**2.3. Curriculum Leaders are responsible for:**

- 2.3.1. Guidance and pastoral oversight of candidates who are unsure about exams entries or amendments to entries.
- 2.3.2. Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the exams officer.
- 2.3.3. Accurate completion of coursework / controlled assessment mark sheets and declaration sheets.
- 2.3.4. Decisions on post-results procedures.

**2.4. Teachers are responsible for:**

- 2.4.1. Supplying information on entries, coursework and controlled assessments as required by the head of department and/or exams officer.
- 2.4.2. Fully complying with examination board regulations as published.

**2.5. The Special Educational Needs Coordinator (SENCo) is responsible for:**

- 2.5.1. 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
- 2.5.2. Process any necessary applications in order to gain approval (if required).
- 2.5.3. Working with the exams officer to provide the access arrangements required by candidates in exams rooms.
- 2.5.4. Administers access arrangements and makes applications following the regulations by JCQ.

**2.6. Lead invigilator/invigilators are responsible for:**

- 2.6.1. Assisting the exams officer in the efficient running of exams according to JCQ regulations.
- 2.6.2. Collection of exam papers and other material from the exams office before the start of the exam.

2.6.3. Collection of all exam papers in the correct order at the end of the exam and ensuring their return to the exams office.

### **2.7. Candidates are responsible for:**

2.7.1. Confirmation and signing of entries.

2.7.2. Understanding coursework / controlled assessment regulations and signing a declaration that authenticates the coursework as their own.

2.7.3. Ensuring they conduct themselves in all exams according to the JCQ regulations.

## **3. QUALIFICATIONS OFFERED**

3.1. The qualifications offered at this centre are decided by the Leadership Team with Curriculum Leaders.

3.2. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus or similar documents for that year.

3.3. Informing the exams office of changes to a specification is the responsibility of the Curriculum Leader.

3.4. Decisions on whether a candidate should be entered for a particular subject will be taken by Leadership Team in consultation with the parents and the pastoral team.

## **4. ENTRIES, ENTRY DETAILS AND LATE ENTRIES**

4.1. Candidates or parents/carers can request a subject entry, change of level or withdrawal. This must be in writing to the Assistant Headteacher. If the school does not agree with the change of entry, the parents must cover the costs.

4.2. The centre does not accept entries from private candidates.

4.3. The centre does not act as an exams centre for other organisations.

4.4. Entry deadlines are circulated to heads of department/curriculum via email and staff notice.

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

4.6. Entries and amendments made after an awarding organisation's deadline (i.e. late) require the department to pay the extra fees.

4.7. Generally re-sits are not allowed but re-sit decisions will be made by Assistant Headteacher in consultation with Curriculum Leader and parents.

## **5. EXAM FEES**

5.1. 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.

- 5.2. The exams officer will publish the deadline for actions well in advance for each exams series.
- 5.3. Exam entry fees are paid by the centre.
- 5.4. Late entry or amendment fees are paid by the Curriculum Area.
- 5.5. Fee reimbursements are sought from candidates, if they fail to sit an exam, if they do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

## **6. EQUALITY LEGISLATION**

- 6.1. All exam centre staff must ensure that they meet the requirements of any equality legislation.
- 6.2. The centre will comply with the legislation, including making reasonable adjustments to the service that they provide to candidates in accordance with requirements defined by the legislation, awarding bodies, and JCQ. This is the responsibility of the Curriculum Leaders.

## **7. ACCESS ARRANGEMENTS**

- 7.1. 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.
- 7.2. A candidate's access arrangements requirement is determined by the SENCo.
- 7.3. Ensuring there is appropriate evidence for a candidate's access arrangement is the responsibility of SENCo
- 7.4. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo
- 7.5. Rooming for access arrangement candidates will be arranged by the SENCo supported by the Examinations officer.
- 7.6. Invigilation and support for access arrangement candidates, as defined in the JCQ access arrangements regulations, will be organised by the Examinations officer supported by SENCo

## **8. CONTINGENCY PLANNING**

- 8.1. Contingency planning for exams administration is the responsibility of the Assistant Headteacher.
- 8.2. Contingency plans are available via email and staff notice and are in line with the guidance provided by Ofqual, JCQ and awarding organisations.

## **9. MANAGING INVIGILATORS**

- 9.1. External staff will be used to invigilate examinations. These invigilators will be used for internal exams and external exams. Recruitment of invigilators is the responsibility of the Examination officer.
- 9.2. Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of the HR Manager. DBS fees for securing such clearance are paid by the centre.

9.3. Invigilators are recruited, timetabled, trained, and briefed by the Examination Officer.

## **10. MALPRACTICE**

- 10.1.** The Headteacher in consultation with Leadership Team is responsible for investigating suspected malpractice. Teachers must report any suspected malpractice of a student to the Examinations Officer or the Leadership team.
- 10.2.** If any colleague suspects or is concerned about malpractice in any sphere surrounding public examinations, coursework, controlled assessment and related matters they should report these, in confidence, to their line manager their concerns who will deal with the matter sensitively under the remit of our 'whistleblowing' policy.

## **11. EXAM DAYS**

- 11.1. 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 invigilator.
- 11.2. The Leadership Team will start and finish all exams in accordance with JCQ guidelines.
- 11.3. Subject staff may be present at the start of the exam to assist with identification of candidates but must not enter the exam venue. 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.
- 11.4. In practical exams, subject teachers' availability will be in accordance with JCQ guidelines.
- 11.5. 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 24 hours after candidates have completed them.
- 11.6. After an exam, the exams officer will arrange for the safe dispatch of completed examination scripts to awarding bodies.

## **12. CANDIDATES**

- 12.1. The exams officer will provide written information to candidates in advance of each exam series. A formal briefing session for candidates will also be given by the Head of Year.
- 12.2. Students must wear full uniform to all exams. If a student has an issue with their uniform., they must report to the Head of Year.
- 12.3. 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.
- 12.4. 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 Leadership Team
- 12.5. Note: candidates who leave an exam room must be accompanied by an appropriate member of staff at all times.

12.6. The Examinations Officer with the Head of Year 11 is responsible for handling late or absent candidates on exam day.

### **12.7. Clash candidates**

12.7.1. The Leadership Team will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

### **12.8. Special consideration**

12.8.1. 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 Examination Officer to that effect. The Head of Year or Curriculum Leader may also make a recommendation.

12.8.2. The candidate must support any special consideration claim with appropriate evidence within 3 days of the exam.

12.8.3. The exams officer will make a special consideration application to the relevant awarding body within 3 days of the exam.

## **13. INTERNAL ASSESSMENT**

13.1. It is the duty of Curriculum 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.

13.2. Marks for all internally assessed work are provided to the exams office by the Curriculum Leaders and subject teachers. 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) – Appendix A

## **14. RESULTS**

14.1. Candidates will receive individual results slips on results days:

- in person at the centre
- by post to their home address
- collected and signed for by nominated person.

14.2. 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.

## **15. ENQUIRIES ABOUT RESULTS (EAR)**

- 15.1. 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.
- 15.2. The cost of EARs will be paid by the centre if requested by the centre.
- 15.3. All decisions on whether to make an application for an EAR will be made by Assistant Headteacher
- 15.4. If a candidate's request for an EAR is not supported by the academy, they may pay for the EAR plus an administration fee.
- 15.5. All processing of EARs will be the responsibility of the Examinations following the JCQ guidance.

## 16. ACCESS TO SCRIPTS (ATS)

- 16.1. After the release of results, candidates may ask subject staff to request the return of written exam papers within 14 days of the receipt of results.
- 16.2. Centre staff may also request scripts for investigation or for teaching purposes. Consent of candidates is always obtained before exams are taken.
- 16.3. An EAR cannot be applied for once an original script has been returned.

## 17. CERTIFICATES

- 17.1. Candidates will receive their certificates :
  - in person at the centre
  - by post to their home address
- 17.2. 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.
- 17.3. 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.

## 18. GCSE CONTROLLED ASSESSMENTS

Outlining staff responsibilities -

### 18.1. **Senior leadership team**

- 18.1.1. Accountable for the safe and secure conduct of controlled assessments.
- 18.1.2. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- 18.1.3. At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)



18.1.4. Map overall resource management requirements for the academic year. As part of this resolve:

- clashes/problems over the timing or operation of controlled assessments;
- issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);

18.1.5. Ensure that all staff involved have a calendar of events.

18.1.6. Create, publish and update an internal appeals policy for controlled assessments.

18.1.7. Develop non-examination assessment policy and distribute to all staff, ensuring consistency across departments. See 'Assessment for Learning 2015' policy for more details – available upon request.

## 18.2. **Curriculum Leaders**

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

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

18.2.3. Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.

18.2.4. Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes and any other subject specific instructions.

18.2.5. Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

18.2.6. Ensure the non-examination assessment policy is being applied consistently by teachers.

## 18.3. **Teaching staff**

18.3.1. Understand and comply with the general guidelines detailed within the JCQ publication Instructions for conducting controlled assessments.

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

18.3.3. Supply to the exams office details of all unit codes for controlled assessments.

18.3.4. 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.

18.3.5. Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.

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

- 18.3.7. Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.
- 18.3.8. Retain candidates' work securely between assessment sessions (if more than one).
- 18.3.9. 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.
- 18.3.10. Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.
- 18.3.11. Apply consistently the non-examination assessment policy.

**18.4. Examination Officer**

- 18.4.1. 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.
- 18.4.2. Download and distribute marksheets for teaching staff to use.
- 18.4.3. In exceptional circumstances where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the senior leadership team.

**18.5. Special educational needs coordinator/additional learning support**

- 18.5.1. Ensure access arrangements have been applied for.
- 18.5.2. Work with teaching staff to ensure requirements for support staff are met.

**Appendices A and B follow**

## Appendix A

### 1. IAP – Internal Appeals Procedure

- 1.1. In accordance with the Code of Practice for the conduct of external qualifications, Warden Park is committed to ensuring that:
  - 1.1.1. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.
  - 1.1.2. Assessment evidence provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject.
  - 1.1.3. The consistency of internal assessment is assured through internal standardisation as set out by the Awarding Bodies.
  - 1.1.4. Staff responsible for internal standardisation and/or assessment attend any compulsory training sessions

### 2. ENQUIRIES ABOUT RESULTS (EAR)

- 2.1. EARs may be requested by centre staff or the candidate following the release of results. A request for a remark 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.
- 2.2. The cost of EARs will be paid by the centre if requested by the centre.
- 2.3. All decisions on whether to make an application for an EAR will be made by Assistant Headteacher
- 2.4. If a candidate's request for an EAR is not supported by the academy, they may pay for the EAR plus an administration fee.
- 2.5. All processing of EARs will be the responsibility of the Examinations following the JCQ guidance.

### 3. Written Appeals Procedure

- 3.1. Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents/carers of these procedures.
- 3.2. Appeals may be made to the school regarding the procedures used in internal assessment, but not the actual marks or grades submitted by the school for moderation by the Awarding Body.
- 3.3. A student or parent/carer wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer as soon as possible to discuss the appeal and a written appeal must be received by the school at least **two weeks before the date of the last external exam in the subject**.
- 3.4. On receipt of a written appeal, an enquiry into the internal assessment will be conducted by a member of the Leadership Team. This enquiry will consider whether the procedures used in the internal assessment conform to the published requirements of the Awarding Body.
- 3.5. The appellant will be informed in writing of the outcome of the appeal, including details of any relevant communication with the Awarding Body and of any steps taken to further protect the interests of the candidate.

### 4. Statement for Students:

- 4.1. If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. coursework / portfolio / projects / controlled assessments) you should speak to the Leadership Team as soon as possible. You cannot question the actual marks awarded by the school and submitted for moderation by the Board.
- 4.2. You must apply in writing to the Examinations Officer at the school at least two weeks before the date of the last external exam in the subject.
- 4.3. The enquiry (which will be into whether the procedures used conform to the published requirements of the Board) will be carried out by a member of the Leadership Team.

- 4.4. The findings will be binding, and the candidate will be provided with a written report of the investigation including details of any relevant communication with the Examination Board and of any steps taken to further protect the interests of the candidates.



# Warden Park

'The Best From All'

Headteacher: Jonathan Morris, BA (Hons) NPQH

## Appendix B – Risk Assessment – Controlled Assessment

Risks and issues	Possible remedial action		Staff
	I. Forward planning	I. Action	
<b>Timetabling</b>			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead – electronic timetable created at the start of the year	Plan dates in consultation with school calendar – negotiate with other parties if these are to be added after the calendar has been produced. Add any new dates to the electronic calendar so all staff can see them	RJS CLs
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates some time between them	CLs
<b>Accommodation</b>			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	KF
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		JB, KF, RJS
Some students may need access arrangements during CA lessons	This can be arranged with the teacher and SEN department to make sure rooming and staffing is available	Plan in advance	Teachers

Risks and issues	Possible remedial action		Staff
	2. Forward planning	1. Action	
<b>Downloading awarding body set tasks</b>			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	CLs, teachers
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 well ahead of the controlled assessment schedule	CLs, teachers, Digital Services
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	CLs, JB
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates	TBA by teacher / CL at time	Teachers, CLs

Risks and issues	Possible remedial action		Staff
	3. Forward planning	I. Action	
<b>Control levels for task taking</b>			
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	JB, CLs
<b>Supervision</b>			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	CLs, teachers
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	On going communication to staff	CLs, JB
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Pre planning and organisation	JB, CLs

\* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Risks and issues	Possible remedial action		Staff
	4. Forward planning	I. Action	
<b>Task setting</b>			
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	Teachers, CLs
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	Teachers, CLs
<b>Security of materials</b>			
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	Teachers, CLs
Candidates' 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 as necessary	Seek guidance from the awarding body	Teachers, CLs
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	CLs

\*\* All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.



Risks and issues	Possible remedial action		Staff
	5. Forward planning	I. Action	
<b>Deadlines</b>			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	Teachers, CLs
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 (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	Teachers, CLs, JB
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	Teachers, CLs
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	CLs

Risks and issues	Possible remedial action		Staff
	6. Forward planning	I. Action	
<b>Marking</b>			
Teaching staff interpret marking descriptions incorrectly	<p>Ensure appropriate training and practicing of marking</p> <p>Plan for sampling of marking during the practice phase</p> <p>Teachers to continuously moderate / standardise each other's work</p>	<p>Arrange for re-marking</p> <p>Consult the awarding body's specification for appropriate procedures</p>	Teachers, CLs
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	Teachers, CLs