



Windermere School GCSE/IGCSE Policy for determining teacher assessed grades in Summer 2021

Created March 2021, Updated April 2021

Review Date: tbc

Reviewed by: SMT

Review Period: 12 months

Staff Responsibility: Academic Deputy Head

Introduction and statement of intent

The aim of this policy is to ensure we can:

1. Demonstrate that we are creating predicted grades for each of our GCSE students in each of their subjects in a way that follows the JCQ and various GCSE/IGCSE examination board guidelines.
2. Ensure an equal playing field for all our GCSE/IGCSE students so that the process of creating predicted grades does not disadvantage or advantage any group of students or individuals
3. Protect the interests of all students and the integrity of their qualifications.
4. Protect the reputation of the school.

As part of this we will:

- Ensure that teacher assessed grades are determined fairly, consistently, in a way that is free from bias and is done in an effective manner within and across subject areas.
- Ensure the operation of effective processes, with clear guidelines and support for staff.
- Ensure that all staff involved in the process of teacher assessed grade creation clearly understand their roles and responsibilities.
- Support teachers so they can make evidence-based decisions in line with Joint Council for Qualifications guidance.
- Ensure the consideration of historical data (2017-2019 inclusive) in the process, and the appropriate decision making in respect of teacher assessed grades.
- Support a high standard of internal quality assurance in the allocation of teacher assessed grades.
- Ensure we meet our obligations in relation to equality legislation.
- Ensure we meet all requirements set out by the Department of Education, Ofqual, the Joint Council for Qualifications and awarding organisations for Summer 2021 qualifications.
- Ensure the process for communicating to candidates and their parents/carers how they will be assessed is clear, in order to give confidence.

Deadlines

The date for final predicted grades to be entered with the examination boards is Friday 18 June 2021. With this in mind we have created an opportunity for students to confirm our grade predictions during a series of on-site assessments starting on Tuesday 20 April 2021 and ending on Friday 28 May 2021. This gives staff time after this process to finalise their predicted grades and for these predicted grades to be sense checked by the various Heads of Faculty, the Examinations Officer, and the Academic Deputy Head.

Final assessment series

This assessment series is the final opportunity for students to confirm the grade that they are operating at whilst working under full examination conditions and with no access to the internet or course notes. In certain cases (e.g. where a student is on the borderline of two grades) it will help staff to confirm their final decision.

No new content will be taught in the Summer term, with class time being used for revision and consolidation. The series of assessments have deliberately been spread out to ensure that students have time to revise thoroughly, and to reduce stress levels. There will never be more than two assessments on any one day, and the assessment programme was shared with students in March in order to allow them to plan their time.

Final examination series for students not on-site

This final series of assessment are only available to students on-site or remotely for students who are unable to return to the UK (e.g. students currently in Hong Kong) or who are having to self-isolate due to having Covid or being contacted by NHS Track and Trace. A preference to learn remotely will not count as a reason to take the assessments online.

Where a student is sitting an assessment remotely, they and their parents/guardians must sign the Windermere School Honour Code, and the assessment should take place with supervision or with an agent (where possible) and with the camera and microphone on (this is vital).

Roles and responsibilities

Head of Centre – Mr Ian Lavender	<ul style="list-style-type: none">• Responsible for approving the policy for determining teacher assessed grades.• Has overall responsibility for Windermere School as an examinations centre and will ensure that clear roles and responsibilities of all staff are defined.• Will confirm that teacher assessed grade decisions represent the academic judgement made by teachers and that the checks in place ensure these align with the guidance on standards provided by awarding organisations.• Will ensure a robust internal quality assurance process has been produced and signed-off in advance of results being submitted.
Academic Deputy Head	<ul style="list-style-type: none">• Will provide an overview training in relation to the JCQ guidance.• Will support all GCSE staff in the creation and checking of teacher assessed grades.• Will support the Head of Centre in the quality assurance of the final teacher assessed grades, e.g. will sense check the teacher assessed grades for each subject against historical data and other internal data sources.

	<ul style="list-style-type: none"> • Will ensure an effective approach across subject areas. • Will be responsible for ensuring staff have a clear understanding of the internal and external quality assurance processes and their role within it. • Will ensure that each Head of Faculty has completed the relevant checklists for each qualification that they are submitting. • Will line manage the Examinations Officer.
Heads of Faculty	<ul style="list-style-type: none"> • Will provide training and support to their staff team. • Will ensure an effective approach within their subject areas. • Will authenticate the preliminary outcome from single teacher subjects. • Will ensure that all teachers within their department make consistent judgements about student evidence in deriving a grade. • Will ensure all staff conduct assessments under the appropriate levels of control with reference to guidance provided by the Joint Council for Qualifications. • Will ensure teachers have the information required to make accurate and fair judgments in their subject areas. • Will ensure that a Head of Faculty Checklist is completed for each qualification that they are submitting.
Teachers, specialist teachers and SENCo	<ul style="list-style-type: none"> • Will ensure they conduct assessments under Windermere School's appropriate levels of control (classroom assessments) and have sufficient evidence, in line with this policy and guidance from the Joint Council for Qualifications, to provide teacher assessed grades for each student they have entered for a qualification. • Will ensure that the teacher assessed grade they assign to each student is a fair, valid and reliable reflection of the assessed evidence available for each student. • Will make judgements based on what each student has been taught and what they have been assessed on, as outlined in the section on grading in the main JCQ guidance. • Will produce an Assessment Record narrative / explanation for each subject cohort, that includes: <ul style="list-style-type: none"> ✓ The nature of the assessment evidence being used. ✓ The level of control for assessments considered (e.g. classroom assessment, remote assessment, etc). ✓ Any other evidence that explains the determination of the final teacher assessed grades. ✓ Any necessary variations for individual students will also be recorded, e.g. mitigating circumstances where appropriate. • Will securely store and be able to retrieve evidence to justify their decisions, e.g. copies of papers sat after 24 March 2021 (and evidence of papers / markscheme from earlier assessments). All of this material will be left with the Examinations Officer before the end of the Summer term, or will be accessible to the Examinations Office.

Examinations Officer	<ul style="list-style-type: none"> • Will be responsible for uploading the Centre Policy and the Centre Policy Form to the Centre Admin Portal. • Will be responsible for the administration of our final teacher assessed grades and for managing the post-results services. • Will oversee the collation and storage of all evidence (past papers and narratives). • Will complete other relevant tasks as requested by the Academic Deputy and Head of Centre.
SIMS Network Manager	<ul style="list-style-type: none"> • Will produce historical data (GCSE grades and valued added data) in an easy to use manner for subject staff, Heads of Faculty and the Academic Deputy as required. • Will undertake analysis of this year's teacher assessed grades for staff to check against previous years data.

Training, support and guidance

This section outlines the training, support and guidance that Windermere School will provide to those determining teacher assessed grades this year.

- Teachers involved in determining grades in our centre will attend any centre-based training to help achieve consistency and fairness to all students.
- Teachers will engage fully with all training and support that has been provided by the Joint Council for Qualifications and the awarding organisations, e.g. marking webinars offered by various examination boards.
- We will provide mentoring from experienced teachers for teachers less familiar with assessment and we will put in place additional internal reviews of teacher assessed grades for less experienced or 'single department teachers' teachers as appropriate.

Use of appropriate evidence

This section indicates how Windermere School will give due regard to the section in the JCQ guidance entitled: *Guidance on grading for teachers*.

- Teachers making judgements will have regard to the Ofqual Head of Centre guidance on recommended evidence, and further guidance provided by awarding organisations.
- All candidate evidence used to determine teacher assessed grades, and associated documentation, will be retained and made available for the purposes of external quality assurance and appeals.
- We will be using student work produced in response to assessment materials provided by our awarding organisation(s), including groups of questions, past papers or similar materials such as practice or sample papers.
- We will use non-exam assessment work (often referred to as coursework), even if this has not been fully completed.
- We may use student work produced in centre-devised tasks that reflect the specification, that follow the same format as awarding organisation materials, and have been marked in a way that reflects awarding organisation mark schemes.
- We may use substantial class or homework (including work that took place during remote learning).
- We will use internal tests taken by pupils.
- We will use mock examinations taken over the course of study.

- We will use records of a student's capability and performance over the course of study in performance-based subjects such as Music, Drama and PE.

We provide further detail in the following areas:

Additional Assessment Materials

- We will use additional assessment materials to give students the opportunity to show what they know, understand or can do in an area of content that has been taught but not yet assessed.
- We will use additional assessment materials to give students an opportunity to show improvement, for example, to validate or replace an existing piece of evidence where there are mitigating circumstances for removing one piece of data.
- We will use additional assessment materials to support consistency of judgement between teachers or classes by giving everyone the same task to complete.
- We will combine and/or remove elements of questions where, for example, a multi-part question includes a part which focuses on an element of the specification that has not been taught.

Windermere School will ensure the appropriateness of evidence and the balance of evidence when arriving at teacher assessed grades in the following ways:

- We will consider the level of control under which an assessment was completed, for example, whether the evidence was produced under high control / under supervision or at home.
- We will ensure that we are able to authenticate the work as the student's own, especially where that work was not completed within the school. To do this we will use the Windermere School Honour Code / Form for all assessments taken remotely during April and May 2021.
- We will consider the limitations of assessing a student's performance when using assessments that have been completed more than once, or drafted and redrafted, where this is not a skill being assessed.
- We will consider the specification and assessment objective coverage of the assessment.
- We will consider the depth and breadth of knowledge, understanding and skills assessed, especially higher order skills within individual assessments.

Determining teacher assessed grades

This section outlines the approach Windermere School will take in terms of awarding teacher assessed grades.

The creation of teacher assessed grades

Guidance varies from examination board to examination board and subject staff will need to ensure that they have read and understanding all the document for their specific exam board. This is particular vital for the IGCSE subjects as these have greater variability that the GCSE exam boards.

The general picture is that staff will base the final predicted grade on a broad range of evidence of the candidates work where the work has been assessed according to the examination board guidelines. This is normal working practice for staff, e.g. when they set a test based on a past paper they will mark it using the examination board markscheme and the relevant grade boundaries.

Teachers can use evidence of a student's performance from throughout the course to inform their judgement so the predicted grade can be based on the whole body of work that the student has completed – but based only on content which has been taught. This is slightly different for CIE.

Teachers should determine the grades as late in the academic year as possible, and are not confined to a defined window. Windermere School has agreed to teach new content up until the end of the Spring term, and to then use the first half of the Summer term for revision, consolidation and assessments. This will enable to complete internal quality assurance processes between Monday 7 June and Friday 18 June 2021.

Teachers will determine grades based on evidence that is commensurate with the standard at which a student is performing, i.e. their demonstrated knowledge, understanding and skills across the content of the course they have been taught.

Staff can use a variety of sources to create the predicted grades, including class tests/assessments, mock data, and the data from the Summer term 2021. The key thing is that the same data is used for the students within each subject.

Our teachers will record how the evidence was used to arrive at a fair and objective grade, which is free from bias.

Our teachers will produce an Assessment Record for each subject cohort and will share this with their Head of Faculty. Any necessary variations for individual students will also be shared.

After the predicted grades for a subject have been created they will be internally moderated by the relevant Head of Faculty, the Examinations Officer, and the Academic Deputy Head.

The Head of Windermere School will need to confirm that students have been taught sufficient content to allow progression to the next stage of their education in the subjects to be studied. We are very confident that this is the case as our remote learning programme has allowed us to complete teaching in most of our courses. Without this declaration it won't be possible to award a grade. The Head will also need to declare that the requirements for internal quality assurance have been met.

Examination Papers

Students will be assessed using existing past papers and examination board assessments. The intention from the government and the examination boards is that the questions provided by the examination boards can be used by teachers at different schools at different times during the Summer term, simply as a part of the range of evidence that will be used in the assessment of students.

The examination boards will provide a bank of questions that we can use, many of which will be taken from past papers but some of which will be new. Windermere School staff will then be able to select questions relevant to the subjects their own students have studied, and to set assessments based on those.

Although this bank of examination questions is open access, the students will not know which ones - if any - their subject staff will use. This is because the use of examination board materials is optional. Students may use the bank of questions to embed and hone their knowledge, much in the same way that they do in any year with past papers.

Internal quality assurance

This section outlines the approach Windermere School will take to ensure internal standardisation of teacher assessed grades, to ensure consistency, fairness and objectivity of decisions. As part of the Head of Centre Internal Quality Assurance and Declaration we will follow this approach to internal standardisation, within and across subject departments:

- We will ensure that all teachers involved in deriving teacher assessed grades read and understand this document.
- In subjects where there is more than one teacher and/or class in the department, we will ensure that our centre carries out an internal standardisation process.
- We will ensure that all teachers are provided with training and support to ensure they take a consistent approach to:
 - Arriving at teacher assessed grades
 - Marking of evidence
 - Reaching a holistic grading decision
 - Applying the use of grading support and documentation
- We will conduct internal standardisation across all grades and subjects.
- We will ensure that the Assessment Record will form the basis of internal standardisation and discussions across teachers to agree the awarding of teacher assessed grades.
- Where necessary, we will review and reflect on individual grading decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where appropriate, we will amend individual grade decisions to ensure alignment with the standards as outlined by our awarding organisation(s).
- Where there is only one teacher involved in marking assessments and determining grades, then the output of this activity will be reviewed by an appropriate member of staff within the centre. This will be the relevant Head of Faculty, supported by other staff within the Faculty.
- In respect of equality legislation, we will consider the range of evidence for students of different protected characteristics that are included in our internal standardisation.

Comparison of teacher assessed grades to results for previous cohorts

This section outlines the approach we will take to compare our teacher assessed grades in 2021 with results from previous cohorts in our centre taking the same qualification.

- We will compile information on the grades awarded to our students in past June series in which exams took place (e.g. 2017 - 2019).
- We will consider the size and make-up of our cohort from year to year.
- We will consider the stability of our centre's overall grade outcomes from year to year.
- We will consider both subject and centre level variation in our outcomes during the internal quality assurance process.
- We will prepare a succinct narrative on the outcomes of the review against historic data which, in the event of significant divergence from the qualifications-levels profiles attained in previous examined years, which address the reasons for this divergence. This commentary will be available for subsequent review during the quality assurance process.
- We will omit subjects that we no longer offer from the historical data.

If our initial teacher assessed grades for a qualification are viewed as overly lenient or harsh compared to results in previous years the following will take place:

- We will compile historical data giving appropriate regard to potential mixtures of A*-G and 9-1 grades in GCSEs. Where required, we will use the Ofqual guidance to convert legacy grades into the new 9 to 1 scale.
- We will include grades from international GCSEs and GCSEs over this time frame.
- We will bring together other data sources that will help to quality assure the grades we intend to award in 2021, e.g. the use of value added data.

Access Arrangements and Special Considerations

This section outlines the approach our centre will take to provide students with appropriate access arrangements and consider mitigating circumstances in particular instances (special consideration).

- Where students have agreed access arrangements or reasonable adjustments (for example a reader or scribe) we will make every effort to ensure that these arrangements are in place when assessments are being taken.
- Where an assessment has taken place without an agreed reasonable adjustment or access arrangement, we will remove that assessment from the basket of evidence and alternative evidence obtained, or we will adjust the marks to take the lack of access arrangements into account.
- Where illness or other personal circumstances might have affected performance in assessments used in determining a student's standard of performance, we will take account of this when making judgements.
- We will record, as part of the Assessment Record, how we have incorporated any necessary variations to take account of the impact of illness or personal circumstances on the performance of individual students in assessments.
- To ensure consistency in the application of Special Consideration, we will ensure all teachers have read and understood the document: ***JCQ – A guide to the special consideration process, with effect from 1 September 2020***

Support for pupils with additional needs, e.g. AGT, SEND and EAL

- Staff must ensure that all GCSE/IGCSE access arrangements (e.g. extra time, reader, scribe, word processor, separate invigilation) are in place for the assessment programme to ensure that students with approval for access arrangements are not placed at a disadvantage to their peers and reflects their normal way of working (NWOW) within School. Staff must liaise with the Head of Learning Support to request support. Staff need to send internal examination papers in advance to the Head of Learning Support and / or the Examinations Office to ensure that are compatible with Read Write software for those students using a computer reader.
- Staff should allow dictionaries for EAL students only where dictionaries would be allowed in the real examination. Dictionaries are NOT allowed for EAL candidates for assessments in English (Language and Literature), Modern Foreign Languages, Geography and Religious Studies.

Addressing disruption/differential lost learning (DLL)

This section gives details of our approach to address disruption or differentiated lost teaching.

Teacher assessed grades will be determined based on evidence of the content that has been taught and assessed for each student.

Objectivity

Staff will fulfil their duties and responsibilities in relation to relevant equality and disability legislation.

Teachers, Heads of Faculty, the Academic Deputy and the Head of Centre will consider:

- Sources of unfairness and bias (situations/contexts, difficulty, presentation and format, language, conditions for assessment, marker preconceptions).
- How to minimise bias in questions and marking and hidden forms of bias.
- Bias in teacher assessed grades.

To ensure objectivity, all staff involved in determining teacher assessed grades will be made aware that:

- Unconscious bias can skew judgements.
- The evidence presented should be valued for its own merit as an indication of performance and attainment.
- Teacher assessed grades should not be influenced by candidates' positive or challenging personal circumstances, character, behaviour, appearance, socio-economic background, or protected characteristics.
- Unconscious bias is more likely to occur when quick opinions are formed.

Our internal standardisation process will help to ensure that there are different perspectives to the quality assurance process.

Recording decisions and retention of evidence and data

This section outlines Windermere School's arrangements in terms of recording decisions and retaining evidence and data.

- We will ensure that teachers and Heads of Faculty maintain records that show how the teacher assessed grades process operated, including the rationale for decisions in relation to individual marks/grades.
- We will ensure that evidence is maintained across a variety of tasks to develop a holistic view of each student's demonstrated knowledge, understanding and skills in the areas of content taught.
- We will put in place recording requirements for the various stages of the process to ensure the accurate and secure retention of the evidence used to make decisions.
- We will comply with our obligations regarding data protection legislation.
- We will ensure that the grades accurately reflect the evidence submitted.
- We will ensure that evidence is retained electronically or on paper in a secure centre-based system that can be readily shared with our awarding organisation(s).

Authenticating evidence

This section details the mechanisms in place to ensure that teachers are confident in the authenticity of evidence, and the process for dealing with cases where evidence is not thought to be authentic.

- Robust mechanisms, which will include the use of the Windermere Honour Code for remote students will be in place to ensure that teachers are confident that work used as evidence is the students' own and that no inappropriate levels of support have been given to students to complete it, either within the centre or with external tutors.

- It is understood that awarding organisations will investigate instances where it appears evidence is not authentic. We will follow all guidance provided by awarding organisations to support these determinations of authenticity.

Confidentiality, malpractice and conflicts of interest

Confidentiality

- All staff involved have been made aware of the need to maintain the confidentiality of teacher assessed grades.
- All teaching staff have been briefed on the requirement to share details of the range of evidence on which students' grades will be based, while ensuring that details of the final grades remain confidential.
- Relevant details from this Policy, including requirements around sharing details of evidence and the confidentiality requirements, have been shared with parents/guardians.

Malpractice

This section details the measures in place to prevent malpractice and, where that proves impossible, to handle cases in accordance with awarding organisation requirements.

- Our general centre policies regarding malpractice, maladministration and conflicts of interest have been reviewed to ensure they address the specific challenges of delivery in Summer 2021.
- All staff involved have been made aware of these policies, and have received training in them as necessary.
- All staff involved have been made aware of the specific types of malpractice which may affect the Summer 2021 series including:
 - breaches of internal security;
 - deception;
 - improper assistance to students;
 - failure to appropriately authenticate a student's work;
 - over direction of students in preparation for common assessments;
 - allegations that centres submit grades not supported by evidence that they know to be inaccurate;
 - centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
 - failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
 - failure to keep appropriate records of decisions made and teacher assessed grades.

The consequences of malpractice or maladministration as published in the JCQ guidance: JCQ Suspected Malpractice: Policies and Procedures and including the risk of a delay to students receiving their grades, up to, and including, the removal of centre status. This has been outlined to all relevant staff.

Conflicts of Interest

To protect the integrity of assessments, all staff involved in the determination of grades must declare any conflict of interest such as relationships with students to our Head of Centre for further consideration.

Our Head of Centre will take appropriate action to manage any conflicts of interest arising with centre staff in accordance with the JCQ documents - General Regulations for Approved Centres, 1 September 2020 to 31 August 2021.

We will also carefully consider the need if to separate duties and personnel to ensure fairness in later process reviews and appeals.

External Quality Assurance

This section outlines the arrangements we have in place to ensure the relevant documentation and assessment evidence can be provided in a timely manner for the purposes of External Quality Assurance sampling, and that staff can be made available to respond to enquiries.

- All staff involved have been made aware of the awarding organisation requirements for External Quality Assurance as set out in the JCQ Guidance.
- All necessary records of decision-making in relation to determining grades have been properly kept and can be made available for review as required.
- All student evidence on which decisions regarding the determination of grades has been retained and can be made available for review as required.
- Instances where student evidence used to decide teacher assessed grades is not available, for example where the material has previously been returned to students and cannot now be retrieved, will be clearly recorded on the appropriate documentation.
- All staff involved have been briefed on the possibility of interaction with awarding organisations during the different stages of the External Quality Assurance process and can respond promptly and fully to enquiries, including attendance at Virtual Visits should this prove necessary.
- Arrangements are in place to respond fully and promptly to any additional requirements/reviews that may be identified as a result of the External Quality Assurance process.
- Staff have been made aware that a failure to respond fully and effectively to such additional requirements may result in further action by the awarding organisations, including the withholding of results.

Results

This section outlines our approach to the receipt and issue of results to students and the provision of necessary advice and guidance.

- All staff involved have been made aware of the specific arrangements for the issue of results in Summer 2021.
- Arrangements will be made to ensure the necessary staffing, including exams office and support staff, to enable the efficient receipt and release of results to our students.
- Arrangements will be in place for the provision of all necessary advice, guidance and support, including pastoral support, to students on receipt of their results.
- Such guidance will include advice on the appeals process in place in 2021.
- Appropriate staff will be available to respond promptly to any requests for information from awarding organisations, for example regarding missing or incomplete results, to enable such issues to be swiftly resolved.
- Parents/guardians will be made aware of arrangements for results days.

Appeals

This section of our Centre Policy outlines our approach to Appeals, to ensure that they are handled swiftly and effectively, and in line with JCQ requirements.

- All staff involved have been made aware of the arrangements for, and the requirements of, appeals in Summer 2021, as set out in the JCQ Guidance.
- Internal arrangements will be in place for the swift and effective handling of Centre Reviews in compliance with the requirements.
- All necessary staff have been briefed on the process for, and timing of, such reviews, and will be available to ensure their prompt and efficient handling.
- Learners have been appropriately guided as to the necessary stages of appeal.
- Arrangements will be in place for the timely submission of appeals to awarding organisations, including any priority appeals, for example those on which university places depend.
- Arrangements will be in place to obtain the written consent of students to the initiation of appeals, and to record their awareness that grades may go down as well as up on appeal.
- Appropriate information on the appeals process will be provided to parents/carers.

Centre policy portability

This section outlines our approach to the grades determined by this centre for Ofqual-regulated qualifications only where the requirements differ from those in our centre's jurisdiction.

Our arrangements for ensuring confidentiality of centre-determined grades for Ofqual-regulated qualifications are compliant with those outlined in the JCQ Guidance

Expectations of students

Students need to engage positively and proactively with the process for creating predicted grades, and listen carefully to the advice of their subject staff.

Students should speak to their tutor, Head of Section or to the Academic Deputy Head if they have any questions or concerns relating to predicted grades in any of their subjects, or if they feel that there are mitigating circumstances that need taking into account on their behalf.

It will be made clear to students that it is better to raise issues now rather than wait until Thursday 12 August when grades are published.

Expectations of teachers

Staff must ensure a level playing field for all students, and be able to offer concrete evidence for all of their data points. Staff should consult with the relevant Head of Faculty and/or the Academic Deputy Head if they are unsure of anything. Staff must not engage in conversations about grade allocations with students or discuss specific predicted grades with students or their families.

Further Details

Additional information can be found by consulting the Academic Deputy Head (evermeulen@windermereschool.co.uk)

The original JCQ documentation can be found here: <https://www.jcq.org.uk/summer-2021-arrangements/>

Compiled	Version 20.1	01 March 2021	E Vermeulen
Updated in line with JCQ guidance	Version 20.2	12 April 2021	E Vermeulen
Signed off by Head of Centre	Version 20.2	13 April 2021	I A Lavender

Appendix

Windermere School Remote Examination and Test Honour Code 2021

Supervision for remote examinations and tests

Remote examinations and tests can only be authorised if Windermere School can guarantee the security of the examinations or tests and arrange the appropriate supervision.

During the examination or test, the candidate **must not** communicate with any other candidate (at any school) who has taken or will take examinations or tests in these topics.

During the examination or test candidates **must not** have access to telephones, cell/mobile phones, the internet (other than to access Teams) or social media.

The student must have their camera and microphone on for the duration of the test, and be able to show that their workspace is clear of any revision or subject specific materials.

Where possible an adult (e.g. a family member) should also be available.

I have read, understood and agree to Windermere School's Remote Examination and Test Honour Code. I understand that any breach of this agreement will result in the test or examination grade being voided.

Name of Student:

Name of Parent:

Signature:

Signature:

Date:

Date:
