



Bracken Hill School

Exams Risk Management Process

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This process is reviewed annually to ensure compliance with current regulations

| Example risks and issues | Possible remedial action | | Staff |
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| | Forward planning | Action | |
| Timetabling | | | |
| Controlled assessment schedule clashes with other activities | Plan/establish priorities well ahead (e.g. at the start of the academic year) | Plan dates in consultation with school calendar – negotiate with other parties | Phase Leaders & Subject Teachers |
| 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 sometime between them | Phase Leaders & Subject Teachers |
| Accommodation | | | |
| 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 | Subject Teachers & Exams Officer |
| Insufficient facilities for all candidates | Careful planning ahead and booking of rooms / centre facilities | | Subject Teachers & Exams Officer |

| Downloading awarding body set tasks | | | |
|----------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| 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 | Subject Teachers, Exams Officer & IT Technician |
| 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 | Exams Officer & Subject Teachers |
| Loss of task details in transmission | Download tasks well ahead of scheduled assessment date | Contact awarding body and ask for replacement task; download again | Exams Officer |

| Control levels for task taking | | | |
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| 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 | Subject Teachers & Exams Officer to assist |
| Supervision | | | |
| 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 | Subject 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 | Controlled Assessment guidance to be distributed around the centre by the EO | Phase Leaders, SLT & Exams Officer |
| A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising | A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification | Controlled Assessment guidance & Awarding Body Subject specification to be distributed around the centre by the EO | SLT, Phase Leader & Exams Officer |

| Task setting | | | |
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| 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, Seek guidance from Phase Leaders. Advance planning on setting tasks early and approval from Phase Leaders and FL Meetings prior to set tasks being carried out | Phase Leaders |
| Assessments have not been moderated in line with the awarding | Check specification and plan required moderation appropriately | Seek guidance from the awarding body | Subject Teachers, Phase Leaders and IV |

| Security of materials | | | |
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| 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 | All centre staff |
| 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 | All centre staff |
| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | Subject Teacher |
| Deadlines | | | |
| 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 | Subject Teachers |
| 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 | Exams Officer, Subject Teacher & Phase Leader. |
| Authentication | | | |
| 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 | Subject Teacher & Exams Officer |
| 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 | Exams Officer |
| Marking | | | |

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| Teaching staff interpret marking descriptions incorrectly | Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase | Arrange for re-marking Consult the awarding body's specification for appropriate procedures | Exams Officer & Phase Leaders |
| 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 | Subject Teacher and Phase Leader |

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| Significant Emergency Event | | | |
| Fire Alarm, Lockdown Event, Flooding, Structural Damage resulting in disruption to exam. | Ensure fire drills are not planned for days of examination. Health and Safety checks within school to identify any concerns in examination classrooms. | Record any incidents on Exam Room Incident Log. Seek guidance from the awarding body. Seek guidance from Phase Leaders. Advance planning on setting tasks early and approval from Phase Leaders and FL Meetings prior to set tasks being carried out | Exams Officer & Phase Leaders |