



Examination Series Rationale: Years 10 and 11 and Post 16

PLEASE NOTE: All examinations at LVS Oxford will be referred to as Practice Assessments other than those scheduled by the examination boards as part of the formal examination period.

AIMS of the Practice Assessments:

Students

- To practice preparing for examinations by following a guided revision programme
- To experience setting, timing and conditions of examinations
- To put into practice what has been learned in class through low control assessments, used to identify strengths and areas for improvement (assessment for learning)

Teachers

- To adjust and adapt subsequent teaching and learning to the needs of the students in terms of the assessment objectives related to the examination specifications

Access Arrangements:

Exam Access Arrangements (EAAs) are the reasonable adjustments that can be made for an exam candidate and might include things like extra time to complete an exam paper, permission to use assistive technology, or provision of rest breaks. **They can only be granted if they are a candidate's 'normal way of working' and the candidate has a history of need.** Any arrangements made must reflect the support that the candidate has had in the past few years, alongside their assessment test results.

PLEASE NOTE: An assessor's report must show that the candidate has a significant and long-term impairment. For example, a candidate who is eligible for extra time would need to have scores that are below average in speed of writing, reading, reading comprehension or cognitive process, demonstrating they work much more slowly than others. This must then be backed up by an Educational Psychologist's report (provided for EHCP) and teacher report, and evidence must be provided that this is the candidate's normal way of working.

The Equality Act (2010) and 'reasonable adjustments':

The legal requirement to make **reasonable adjustments** arises under the Equality Act 2010. In order for this to apply, the child or young person would need to fall under the definition of 'disabled' within the Equality Act – they must have an impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities.



Statutory Duties for Special Schools (Guidance, November 2021):

The conditions under which students should be assessed

With the exception of art and design qualifications, teachers should assess their students to provide them with opportunities to demonstrate their knowledge and understanding across the range of content they have been taught and in ways that cover the assessment objectives for the qualification.

Students taking GCSE examinations (and other equitable courses) should be assessed under exam-like conditions wherever possible. For example, students:

- should not know the questions in the assessment beforehand
- should work independently and without assistance (**other than as required for a reasonable adjustment**)
- should not have access to books or revision notes and the assessment should be timed and supervised

These controls may be provided within a classroom rather than exam hall setting.

Protected Characteristics

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Reasonable adjustments should be made for disabled students:

When students should be assessed

Centres should plan assessment opportunities to a timetable that secures evidence which could be used to inform TAGs if necessary, including in the autumn term.

Some centres such as pupil referral units, hospital schools or special schools might, for good reason, adopt a different approach to assessing their students, for example because of the characteristics of their students, or the nature of their provision. In such cases, centres should be able to provide a rationale for their approach to the exam boards if exams are cancelled.

(Guidance, November 2021)

Practice Assessment Conditions Explained:

Low Control Conditions

PURPOSE:

- To introduce the students to the requirements of the specifications and the to be guided through practice questions by the class teacher, as part of the assessment for learning process.
- To work collaboratively with other students, if appropriate, to develop and secure new knowledge and skills.

CONDITIONS: Students do not need to be directly supervised at all times, but there is sufficient supervision to ensure that work submitted for assessment can be authenticated to confirm it is the learner's own

TIME: Students may use as much time as they wish to work on the task up until the deadline for submission or start of the supervised conditions (depending on specific unit)



RESOURCE: The use of resources, including the internet or prepared notes, is not tightly prescribed.

COLLABORATION: Whilst interaction with other students is not prohibited, the work that an individual learner submits for assessment must be his or her own.

FEEDBACK: General advice may be given unless the specification or task instructions say otherwise.

Medium Control Conditions

PURPOSE:

- To provide students with the opportunity to experience of the requirements of the examination board in terms of composition of examination papers, format of questions and instructions, timing and assessment conditions.

CONDITIONS: Students complete work under direct supervision. Students are within direct sight of the supervisor(s) throughout the assessment.

TIME: Students have a limited amount of time in which to complete all work; the duration is specified by the examination board.

RESOURCE: Clearly specified in the task paper. The centre must ensure that students only have access to materials and resources as defined in the task paper; display materials which might provide assistance are removed or covered.

COLLABORATION: Students complete their work independently; there is no interaction with other students.

FEEDBACK: There must be no assistance of any description provided to the learner during the assessment.

High Control Conditions

PURPOSE:

- To provide students with an authentic experience of the formal examinations.
- To enable students to undertake targeted final preparations for the scheduled external examinations set by the examination boards (JCQ).

CONDITIONS: Students complete all work under the direct supervision of an invigilator. Students are within direct sight of the invigilator(s) throughout the assessment.

TIME: Students have a limited amount of time in which to complete all work; the duration is specified by the examination boards.

RESOURCE: The use of resources is tightly prescribed, and if appropriate, restricted to material provided by the examination boards (supplemented by preparatory notes if allowed). The centre must ensure that there is no access to internet (or mobile phones) or e-mail; display materials which might provide assistance are removed or covered.



COLLABORATION: Students complete their work independently; there is no interaction with other students.

FEEDBACK: There must be no assistance of any description provided to the learner during the assessment

Planned Practice Assessment Periods:

Autumn Term (1 and 2)	Spring Term (3)	Summer Term (4)
Sept-Dec 2023	15 th Jan 2024 – 25 th Jan 2024	18 th Mar 2024-27 th Mar 2024
Low Control	Medium/High Control	High Control

For more information, please refer to: **Guidance for schools, colleges and other exam centres on contingency arrangements for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications in summer 2022** (11 November 2021)