



# **Saint Aidan's Church of England High School**

## **Exams Policy**

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This policy is reviewed annually to ensure compliance with current regulation

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## 1. Purpose of the policy

Saint Aidan's Church of England High School is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

This exam policy will ensure that:

- all aspects of the centre's exam process is documented, supporting the exams contingency plan, and other relevant exams-related policies, procedures and plans are signposted to
- the workforce is well informed and supported
- all centre staff involved in the exams process clearly understand their roles and responsibilities
- all exams and assessments are conducted according to JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the exam/assessment system at all times
- exam candidates understand the exams process and what is expected of them

This policy is reviewed annually to ensure ways of working in the centre are accurately reflected and that exams and assessments are conducted to current JCQ (and awarding body) regulations, instructions and guidance.

This policy will be communicated to all relevant centre staff.

## 2. Roles and responsibilities overview

### Head of centre

**The head of centre** is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments.

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including: o [General Regulations for Approved Centres \(GR\)](#) o [Instructions for Conducting Examinations \(ICE\)](#) o [Access Arrangements and Reasonable Adjustments \(AA\)](#) o [Suspected Malpractice - Policies and Procedures \(SM\)](#) [Instructions for conducting non-examination assessments \(NEA\) \(and the instructions for conducting coursework\)](#) o [A guide to the special consideration process \(SC\)](#)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements for exams and assessments

### ~~National Centre Number Register~~

- ~~Takes responsibility for confirming, on an annual basis, that they are aware of and adhering to the latest version of the JCQ's regulations by responding to the head of centre's declaration which is managed as part of the National Centre Number Register (NCNR) annual update~~

- ~~Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:~~
- ~~the centre status being suspended~~
- ~~the centre not being able to submit examination entries~~
- ~~the centre not receiving or being able to access question papers~~
  - Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in the same penalties as listed in the previous bullet point
  - Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery such as a cyber-attack
  - Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
  - Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
  - Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

### **Recruitment, selection and training of staff**

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resource, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Enables the relevant senior leader(s), the examinations officer (EO) and the SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a Special Needs Co-ordinator (SENCo) who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Enables the relevant senior leader(s), the examinations officer (EO) and SENCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent
- ~~Has in place a member of the senior leadership team who will provide support and guidance to the examinations officer and ensure that the integrity and security of examinations and assessments is maintained throughout an examination series~~
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO

- Makes sure that a teacher, a tutor or a senior member of centre staff who teaches the subject being examined, is not an invigilator during an examination
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

### Public liability

Complies with local health and safety rules which are in place and that the centre is adequately covered for public liability claims

### Security of assessment materials

- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
  - the location of the centre's secure storage facility in a secure room ~~solely assigned to examinations~~ **which must only be used** for the purpose of administering secure examination materials
  - **the secure room only contains exam related materials**
  - appropriate arrangements are in place to ensure that confidential **examination** materials are only handed over to authorised members of centre staff
  - access to the secure room and secure storage facility is restricted to the authorised two to six key holders ~~(ensuring only persons authorised by the head of centre and the exams officer are allowed access to the centre's secure storage facility as one of the two to six key holders)~~ **approved by the head of centre are accompanied by a keyholder at all times**
  - the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
  - that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- Makes arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication Instructions for conducting examinations
- Makes arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
  - Allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies
- Obtains written approval from the relevant awarding body before permitting a third party to deliver any part of a qualification including assessments

### Malpractice

- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during ~~the course of~~ and after **examinations assessments** have taken place

- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*
- Ensures irregularities are investigated and informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, ~~are reported to the awarding body immediately~~ **by completing the appropriate documentation**
- **As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require**

### **Exam Contingency Plan**

Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the senior leadership team to act immediately in the event of an emergency or staff absence) see appendix 4.

### **Internal Appeals Procedures**

Ensures required internal appeals procedures are in place and drawn to the attention of candidates and (where relevant) their parents/carers **Equalities Policy**

Ensures the centre's equalities policy demonstrating the centre's compliance with relevant legislation is in place and details the processes followed in respect of identifying the need for, requesting and implementing access arrangements

### **Complaints and Appeals Procedure (Exams)**

Ensures a complaints and appeals procedure covering general complaints regarding the centre's delivery or administration of a qualification is in place and drawn to the attention of candidates and their parents/carers

### **Child Protection/Safeguarding Policy (Exams)**

Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements and is applied to hiring external invigilators

### **Access Arrangements Policy**

Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments **Appendix 8**

### **Conflicts of interest**

Ensures the relevant awarding bodies are informed **before the published deadline for entries for each examination series** of any **potential** conflict of Interest where:

- a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (**noting that being entered at the centre must be** as a last resort where unable to find an alternative centre)

- a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with a personal connection to the candidate.

Maintains records that confirm measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected by the above, and where

- a member of exams office staff have a personal connection to a candidate being entered for exams and assessments at the centre or another centre.
- a member of centre staff is taking a qualification at the centre which does not include internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
- a member of centre staff is taking a qualification at another centre

~~Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials~~

~~Ensures members of centre staff do not forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications~~

~~Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment or JCQ personnel~~

### **National Centre Number Register**

- Provides contact details and an address to which all correspondence in connection with the administration of examinations and assessments can be directed which must be the registered address of the centre
- Ensures the National Centre Number Register annual update is responded to by the end of October
- Takes responsibility for confirming, on an annual basis, that they are both aware of and adhering to the latest version of the JCQ's regulations. This confirmation is managed as part of the National Centre Number Register (NCNR) annual update
- Understands that this responsibility cannot be delegated to a member of the senior leadership team or the examinations officer, and acknowledges that failure to respond to the NCNR annual update, and/or the head of centre's declaration, will result in:
  - the centre status being suspended
  - the centre not being able to submit examination entries
  - the centre not receiving or being able to access question papers

and ultimately, awarding bodies could withdraw their approval of the centre

### **Centre inspections**

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical

- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a photo ID card and must be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility

### Exams officer

- Understands the contents of annually updated JCQ publications including:
  - [General Regulations for Approved Centres](#)
  - [Instructions for Conducting Examinations](#)
  - [Suspected Malpractice - Policies and Procedures](#)
  - [Post-results services \(PRS\)](#)
  - [A guide to the special consideration process](#)
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR <https://ocr.org.uk/administration/ncn-annual-update/>) by the end of October each year
  - Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
  - Informs the National Centre Number Register Team **immediately** (e-mail address – [ncn@ocr.org.uk](mailto:ncn@ocr.org.uk)) if any changes occur after the National Centre Number Register annual update has taken place
  - (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
  - Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Trains a team of internal/external invigilators and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
  - Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials **Operations and Cover Manager**
- Recruits and deploys a team of internal/external invigilators and appoints lead invigilators as required.



- Provides exams schedules and information for the invigilators and staff.

### **Senior leaders**

- Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:
  - [General Regulations for Approved Centres](#)
  - [Instructions for Conducting Examinations](#)
  - [Access Arrangements and Reasonable Adjustments](#)
  - [Suspected Malpractice - Policies and Procedures](#)
  - [Instructions for conducting non-examination assessments \(and the instructions for conducting coursework\)](#)
  - [A guide to the special consideration process](#)
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and ALS lead/SENCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

### **Special educational needs co-ordinator (SENCo)**

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including: [Access Arrangements and Reasonable Adjustments](#)
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

### **Head of Department**

- ~~Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENCo~~
- ~~Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications~~
- ~~Ensure teaching staff attend relevant awarding body training and update events~~

### **Teaching staff**

- Undertake key tasks, as detailed in this policy, within the exams process and meet internal deadlines set by the EO and SENCo
- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events

### **Invigilators**

- Attend/undertake training (on the current regulations), annual; update, briefing and review sessions as required
- Provide information as requested on their availability to invigilate
- Sign a confidentiality and security agreement and confirm whether they have any current maladministration/malpractice sanctions applied to them

### **Reception staff**

- Support the EO in the receipt and dispatch of confidential exam materials and follow the requirements for maintaining the integrity and confidentiality of the exam materials

### **Site staff**

- Support the EO in relevant matters relating to exam rooms and resources

### **Candidates**

Where applicable in this policy, the term 'candidates' refers to candidates and/or their parents/carers.

## **3. The exam cycle**

The exams management and administration process that needs to be undertaken for each **exam series** is often referred to as the **exam cycle** and relevant tasks required within this grouped into the following stages:

- planning
- entries
- pre-exams
- exam time
- results and post-results

### **a) Planning: roles and responsibilities**

#### **Information sharing**

#### **Head of centre**

Directs relevant centre staff to annually updated JCQ publications including [GR, ICE, AA, SM, NEA](#) (and the instructions for conducting coursework) and [SC](#)

#### **Exams officer**

- Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that have been updated
- Signposts relevant centre staff to JCQ information that should be provided to candidates
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites

## Information gathering

### Exams officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference
  - Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of (insert the titles these internal exams are referred to in the centre)

### Heads of Department

- Respond (or ensure teaching staff respond) to requests from the EO on information gathering
- Meet the internal deadline for the return of information
- Inform the EO of any changes to information in a timely manner minimising the risk of late or other penalty fees being incurred by an awarding body
- Note the internal deadlines in the annual exams plan and directs teaching staff to meet these

## Access arrangements

### Head of centre

- Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre for all examinations and assessments
- Ensures a written process is in place to not only check the qualification(s) of the appointed assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication [Access Arrangements and Reasonable Adjustments](#)
- Ensures the SENCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

### SENCo

- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre delegated
- Gathers signed **Personal data consent, Privacy Notice (AAO) and Data Protection confirmation** forms (from candidates where required **and ensures Data protection confirmation(s) by the examinations officer or SENCo are completed**)
- Applies for **approval** through **Access arrangements online (AAO)** via the **Centre Admin Portal (CAP)**, where required or through the awarding body where qualifications sit outside the scope of AAO

- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- ~~Provides and annually reviews a centre policy on the use of word processors in exams and assessments (Appendix 1)~~
- Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms. (Appendix 2)

#### **Senior leaders, Teaching staff**

- Support the SENCo in determining and implementing appropriate access arrangements
- Provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

#### **Internal assessment and endorsements**

##### **Head of centre Controlled assessments, coursework and non-examination assessments**

- Ensures arrangements are in place to co-ordinate and standardise all marking of centre-assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** (Appendix 3) is in place GCSE qualifications which include components of non-examination assessment Nonexamination Assessment Policy
- Ensures any irregularities relating to the production of work by candidates are investigated and dealt with internally if discovered prior to a candidate signing the authentication statement (where required) or reported to the awarding body if a candidate has signed the authentication statement

### **Senior leaders**

- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications (and CCEA GCE unitised AS and A-level qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body

### **Heads of Department**

- Ensure teaching staff follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- Ensure teaching staff delivering reformed GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting nonexamination assessments](#) and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

### **Teaching staff**

- Ensure appropriate instructions for conducting internal assessment are followed
- Ensure candidates are aware of JCQ and awarding body information for candidates on producing work that is internally assessed (coursework, non-examination assessments, social media) prior to assessments taking place
- Ensure candidates are informed of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

### **Exams officer**

- Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- Signposts teaching staff to relevant JCQ [Information for candidates documents](#) that are annually updated

### **Invigilation**

#### **Head of centre**

- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

### **Operations and Cover Manager**

- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them

### **Exams Officer**

- Provides training for new invigilators on the instructions for conducting exams and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
  - Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)
  - Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events

### **b) Entries: roles and responsibilities**

#### **Estimated entries**

##### **Exams officer**

- Requests estimated or early entry information, where this may be required by awarding bodies, from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met

##### **Heads of Department**

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information
- Make candidates aware of the JCQ **Information for candidates – Privacy Notice** at the start of a vocational qualification or when entries are being processed for a general qualification

#### **Final entries**

##### **Exams officer**

- Requests final entry information from HoDs in a timely manner to ensure awarding body external deadlines for submission can be met
- Informs HoDs of subsequent deadlines for making changes to final entry information without charge
- Confirms with HoDs final entry information that has been submitted to awarding bodies
- Ensures as far as possible that entry processes minimise the risk of entries or registrations being missed reducing the potential for late or other penalty fees being charged by awarding bodies
- Observes each awarding body's terms and conditions for the entry and withdrawal of candidates for their examinations and assessments

##### **Heads of Department**

- Provide information requested by the EO to the internal deadline

- 
- Inform the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes o changes to candidate personal details o amendments to existing entries o withdrawals of existing entries
  - Check final entry submission information provided by the EO and confirms information is correct

### **Entry fees**

All examination entry fees are met by the Exams budget; this budget will be adjusted annually taking into account student numbers, courses and awarding body fees.

### **Late entries**

#### **Exams officer**

- Has clear entry procedures in place to minimise the risk of late entries
- Charges any late or other penalty fees to departmental budgets

#### **Heads of Department**

- Minimise the risk of late entries by following procedures identified by the EO in relation to making final entries on time
- meeting internal deadlines identified by the EO for making final entries

### **Re-sit Entries**

Students studying Cambridge National or BTEC Technical Awards may be entitled to re-sit an externally examined unit. The Head of Department is responsible for providing the Exams Officer with any resit entries within the provided timescale set in relation to awarding body deadlines.

### **Candidate Statements of Entry**

#### **Exams officer**

- Provides candidates with statements of entry for checking

#### **Teaching staff**

- Ensure candidates check statements of entry and return any relevant confirmation required to the EO

#### **Candidates**

- Confirm entry information is correct or notify the EO of any discrepancies

### **c) Pre-exams: roles and responsibilities**

### **Access arrangements**

#### **SENCo**

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates information, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the particular access arrangement)

### **Briefing Candidates**

#### **Exams officer**

- Issues individual exam timetable information to candidates and informs candidates of any contingency day awarding bodies may identify in the event of national or significant local disruption to exams
- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
  - exam timetable clashes
  - arriving late for an exam
  - absence or illness during exams
  - what equipment is/is not provided by the centre
  - food and drink in exam rooms
  - **unauthorised items** in exam rooms
  - when and how results will be issued and the staff that will be available



- the post-results services **information** and how the centre **will deal** with requests from candidates
- when and how certificates will be issued

#### **d) Access to Scripts, Reviews of Results and Appeals Procedures**

##### **Dispatch of exam scripts**

###### **Exams officer**

- Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE (STA) 'yellow label service' or the awarding body where qualifications sit outside the scope of the service

##### **Estimated grades**

###### **Senior leaders**

- Ensure teaching staff provide estimated grade information to the EO by the internal deadline (where this still may be required by the awarding body)

###### **Exams officer**

- Submits estimated grade information to awarding bodies to meet the external deadline (where this may still be required by the awarding body)
- Keeps a record to track what has been sent

##### **Internal assessment and endorsements**

###### **Head of centre**

- Ensures procedures are in place for candidates to appeal internal assessment decisions and make requests for reviews of marking

###### **SENCo**

- Liaises with teaching staff to implement appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

###### **Heads of Department**

- Ensure teaching staff assess and authenticate candidates' work to the awarding body requirements
- Ensure teaching staff assess endorsed components according to awarding body requirements
- Ensure teaching staff provide marks for internally assessed components and grades for endorsements of qualifications to the EO to the internal deadline
- Ensure teaching staff provide required samples of work for moderation and sample recordings for monitoring to the EO to the internal deadline

###### **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components

- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies

#### **Exams officer**

- Submits marks, endorsement grades and samples to awarding bodies/ moderators/ monitors to meet the external deadline
- Keeps a record to track what has been sent
- Logs moderated samples returned to the centre
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work

#### **Candidates**

- Authenticate their work as required by the awarding body

#### **Invigilation**

##### **Exams officer**

- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators **on the current regulations** on appointment and updates experienced invigilators on **an annual basis** any regulation changes
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

#### **Operations and Cover Manager**

- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensuring all relevant rules are being adhered to and supporting the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios

#### **SEnCo**

- Liaises with the EO regarding facilitation and invigilation of access arrangement candidates

#### **Invigilators**

- Provide information as requested on their availability to invigilate throughout an exam series
- Undertake annual training as required by the JCQ and awarding bodies

#### **JCQ Centre Inspections**

##### **Exams officer or Senior leader**

- Will accompany the Inspector throughout a visit

**SEnCo or relevant Senior leader** (in the absence of the SEnCo)

- Will meet with the inspector when requested to provide documentary evidence regarding access arrangement candidates and address any questions the inspector may raise
- Ensures that information is readily available for inspection at the venue where the candidate is taking the exam(s)

### **Seating and identifying candidates in exam rooms**

#### **Exams officer**

- Ensures a procedure is in place to verify candidate identity including private candidates
  - Provides photographic candidate identity cards in seating plan order for all examinations
- Provides seating plans for exam rooms according to JCQ and awarding body requirements (and ensures candidates with access arrangements are identified on the seating plan and invigilators are informed of those candidates with access arrangements and made aware of the access arrangement(s) awarded)
- Ensures invigilators are aware of the procedure

#### **Invigilators**

- Follow the procedure for verifying candidate identity provided by the EO
- Seat candidates in exam rooms as instructed by the EO/on the seating plan

### **Security of exam materials**

#### **Exams officer**

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- ~~• Ensures only persons authorised by the head of centre and the exams officer are allowed access to the centre's secure storage facility as one of the two to six key holders~~
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. There must be between two and six keyholders only, each of whom must fully understand their responsibilities as a key holder to the secure storage facility
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)

- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in an area that can be controlled to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)

#### **Reception staff**

- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

#### **Teaching staff**

- Adhere to the process to record the secure movement of confidential materials taken from or returned to secure storage throughout the time the material is confidential

#### **Timetabling and rooming**

##### **Exams officer**

- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENCo regarding rooming of access arrangement candidates

##### **SEnCo**

- Liaises with the EO regarding rooming of access arrangement candidates
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

##### **Site staff**

- Liaise with the EO to ensure exam rooms are set up according to JCQ and awarding body requirements

#### **Alternative site arrangements**

##### **Exams officer**

- Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met
- Will inform the JCQ Centre Inspection Service to timescale by submitting a JCQ Alternative Site arrangement notification through CAP (or through the awarding body where a qualification may sit outside the scope of CAP) of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

#### **Transferred candidate arrangements**

##### **Exams officer**

- Liaises with the host or entering centre, as required

- Processes requests for Transferred Candidate arrangements through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

### **KS4 Internal exams**

#### **Exams officer**

- Prepares for the conduct of internal exams under external conditions
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff

#### **Operations and Cover Manager**

- Arranges invigilation

#### **SENCo**

- Liaises with teaching staff to make appropriate arrangements for access arrangement candidates

#### **Teaching staff**

- Provide exam papers and materials to the EO
- Support the SENCo in making appropriate arrangements for access arrangement candidates

### **e) Exam time: roles and responsibilities**

#### **Access arrangements**

##### **Exams officer**

- Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- Has a process in place to deal with emergency access arrangements as they arise at the time of exams
- Applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

#### **Candidate absence**

##### **Exams Officer**

- At the start of each exam, the EO will check all exam rooms for absent candidates
- Absent candidates will be reported at reception, where the reception staff will contact the candidate / parents to make arrangements for the candidate to be brought to the exams within one hour of the published start time
- Any students who are late will be informed that they must not have access to any internet enabled devices

##### **Invigilators**

- Are informed of the policy/process for dealing with absent candidates through training

- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

### **Candidate late arrival**

#### **Exams officer**

- Ensures that candidates who arrive very late for an exam are reported to the awarding body by submitting a report on candidate admitted very late to examination room through CAP to timescale
- Warns candidates that their script may not be accepted by the awarding body

#### **Invigilators**

- Are informed of the policy/process for dealing with late/very late arrival candidates through training
- Ensure that relevant information is recorded on the exam room incident log.

See appendix 7 for the Centre Candidate Late Arrival Policy.

### **Conducting exams**

#### **Head of centre**

- Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

#### **Exams officer**

- Ensures exams are conducted according to JCQ and awarding body instructions
- Uses an *exam day checklist* to ensure each exam session is fully prepared for, unplanned events can be dealt with and associated follow-up is completed

#### **Lead Invigilator**

Completes the exam room checklist to ensure the exam halls meet JCQ and awarding body requirements

### **Dispatch of exam scripts**

#### **Exams officer**

- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

### **Exam papers and materials**

#### **Exams officer**

- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant exam question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies

- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this additional/second check is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

## **Exam rooms**

### **Head of centre**

- Ensures that internal tests, mock exams, revision or coaching sessions are not conducted in a room 'designated' as an exam room
- Ensures that when a room is 'designated' as an exam room it is not used for any purpose other than conducting external exams
- Ensures only approved centre staff (who have not taught the subject being examined) are present in exam rooms to perform permitted tasks
- Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates
- Ensures the centre's policy on candidates leaving the exam room temporarily is clearly communicated to candidates

### **Food and Drink in Exam Rooms**

- Candidates must not bring any food into the exam rooms unless prior arrangements have been made for medical reason.
- Candidates may bring a clear plastic bottle of water, with labels removed, this must be placed on the floor by the candidates feet when not in use.

## **Leaving the Examination Room**

Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This member of staff must not be the candidate's subject teacher or a subject expert for the examination in question. Saint Aidan's leaving the Exam Room Policy can be found in Appendix 9

### **Exams officer**

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator **that the mobile phone is only allowed to be used for this specific purpose and that it must be kept** on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log

- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

### **Senior leaders**

- Ensure a documented emergency evacuation procedure for exam rooms is in place
- Ensure arrangements are in place for a candidate with a disability who may need assistance if an exam room is evacuated

### **Emergency Evacuation Policy**

Centres must have a written policy for dealing with an emergency evacuation of the examination room, which will be subject to inspection by the JCQ Centre Inspection Service (ICE 25)

The Exams Contingency Policy (Appendix 4) details the centre actions to be taken if an evacuation of an exam room is required.

When dealing with emergencies, staff must be aware of the centre's policy and, where appropriate, any instructions from relevant local or national agencies. Reference should also be made to the following document: <https://www.gov.uk/government/publications/bombthreats-guidance/procedures-for-handling-bomb-threats>

### **Site staff**

- Ensure exam rooms are available and set up as requested by the EO
- Ensure grounds or centre maintenance work does not disturb exam candidates in exam rooms
- Ensure fire alarm testing does not take place during exam sessions

### **Invigilators**

- Conduct exams in every exam room according to JCQ Instructions for conducting examinations and/or awarding body requirements and as instructed by the centre in training/update and briefing sessions

### **Candidates**

- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam. In the case of varying exam durations, the centre may vary the start time up to 30 minutes prior to the published start time. Students will be held in the examination, under exam conditions until at least 10.30am/2.30pm

### **Irregularities**

#### **Head of centre**

- Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after



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examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation

#### **Senior leaders**

- Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms
- Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

#### **Exams officer**

- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Actions any required follow-up and reports to awarding bodies as soon as practically possible after the exam has taken place

#### **Invigilators**

- Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room temporarily, disruption or disturbance in the exam room, emergency evacuation)

### **Special consideration**

#### **SENco**

- Provide signed evidence to support eligible applications for special consideration

#### **Exams officer**

- Processes eligible applications for special consideration to awarding bodies
- Gathers evidence which may need to be provided by other staff in centre or candidates
- Submits requests to awarding bodies to the external deadline **Special Consideration Policy**

#### **Candidates**

- Provide appropriate evidence to support special consideration applications, where required

### **Unauthorised items**

#### **Arrangements for unauthorised items taken into the exam room**

- Candidates are informed in advance that all unauthorised materials must be stored in their personal locker or in their form rooms.
- Invigilators have trays at the doors of the exams hall for candidates to hand in any unauthorised materials still on their persons. A raffle ticket system will be used to identify the belongings to the candidate.
- The lead invigilator provides candidates with an additional opportunity to hand in any remaining unauthorised materials prior to the start of the exam.
- Invigilators Are informed of the arrangements through training

## **Internal exams**

### **Exams officer**

- Briefs invigilators on conducting internal exams
- Returns candidate scripts to teaching staff for marking

### **Invigilators**

- Conduct internal exams as briefed by the EO

## **f) Results and post-results: roles and responsibilities**

## **Internal assessment**

### **Heads of Department**

- Ensures teaching staff keep candidates' work, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures work is returned to candidates **after the retention period** or disposed of according to the requirements

## **Managing results day(s)**

### **Senior leaders**

- Identify centre staff who will be involved in the main summer results day(s) and their role
- Ensures senior members of staff are accessible to candidates **immediately** after the publication of results so that results may be discussed and decisions made on the submission of any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

### **Exams officer**

- Works with senior leaders to ensure procedures for managing the main summer results day(s) (a results day programme) are in place

### **Site staff**

- Ensure the centre is open and accessible to centre staff and candidates, as required for the collection of results

## **Accessing results**

### **Head of centre**

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates
- Understands that it is not permitted to withhold provisional results from candidates under any circumstances

### **Exams officer**

- Informs candidates in advance of when and how results will be released to them for each exam series
- Accesses results from awarding bodies under restricted release of results, where this is provided by the awarding body
- Resolves any missing or incomplete results with awarding bodies
- Issues statements of results to candidates on issue of results date
- Provides summaries of results for relevant centre staff on issue of results date

## **Post-results services**

### **Head of centre**

- Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical re-check, a review of marking, a review of moderation or an appeal
- Ensures that senior members of centre staff are available immediately after the publication of results
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

### **Exams officer**

- Provides information to candidates (~~including private candidates~~) and staff on the services provided by awarding bodies and the fees charged (see also above **Briefing candidates** and **Access to Scripts, Reviews of Results and Appeals Procedures**)
- Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- Provides a process to record requests for services and to collect candidate informed consent (**after** the publication of results) and fees where relevant
- Submits requests to awarding bodies to meet the external deadline for the particular service
- Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- Updates centre results information, where applicable

### **Teaching staff**

- Meet internal deadlines to request the services and gain relevant candidate informed consent
- Identify the budget to which fees should be charged

### **Candidates**

- Meet internal deadlines to request the services
- Provide informed consent and fees, where relevant

### **Analysis of results**

#### **Exams Officer**

- Uploads candidates results information to SISRA to provide analysis of results to the Senior Leadership Team
- Provides results information to external organisations where required
- Undertakes **the DfE School and College Checking Exercises (where applicable to the centre)** <https://tableschecking.education.gov.uk>

### **Certificates**

#### **Issue of certificates procedure**

- Certificates will be issued on Awards Evening in November
- Certificates not collected will be stored securely until candidates make arrangements for collection

### **Candidates**

- May arrange for certificates to be collected on their behalf by providing the EO with written or email permission/authorisation; authorised persons must provide ID evidence on collection of certificates

### **Certificate Retention Policy**

- Certificates will be held by the centre for three years and will then be securely destroyed.
- The centre will maintain a register of destroyed certificates for a further two years.

### **Exams review: roles and responsibilities Exams officer**

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review **Senior leaders**
- Work with the EO to produce a plan to action any required improvements identified in the review

### **Retention of records: roles and responsibilities**

#### **Exams officer**

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy
- Provides an exams archiving policy that identifies information held, retention period and method of disposal

## Appendices

### Appendix 1

#### **Word Processor for Exams policy**

This policy is reviewed and updated annually on the publication of updated JCQ regulations. References in this policy to AA and ICE relate to/are directly taken from the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

#### **Introduction**

The use of a word processor in exams and assessments is an available access arrangement.

The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The following principles are applied to access arrangements at Saint Aidan's C of E High School:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- Although access arrangements are intended to allow access to assessments, they are not granted where they will compromise the assessment objectives of the specification in question. (AA 4.2.2)
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCos must consider the need for access arrangements on a subject by-subject basis. (AA 4.2.3)
- The Additional Learning Support lead/SENCo must ensure that the proposed access arrangement does not **unfairly** disadvantage or advantage a candidate. (AA 4.2.1)
- The candidate must have had appropriate opportunities to practise using the access arrangement(s) before **his/her** first examination. (AA 4.2.7)

#### **Purpose of the policy**

This policy details how Saint Aidan's C of E High School complies with AA (chapter 4) **Adjustments for candidates with disabilities and learning difficulties**, (section 5.8) **Word processor** and ICE (sections 14.20-**27**) **Word processors (computers, laptops and tablets)** when awarding and allocating a candidate the use of word processor in examinations.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The term 'word processor' is used to describe for example, the use of a computer, laptop or tablet.

The use of a word processor

Saint Aidan's C of E High School will:

- allocate the use of a word processor to a candidate with the spelling and grammar check **facility**/predictive text disabled (switched off) where it is their normal way of working within the centre (AA 5.8.1)
- award the use of a word processor to a candidate if it is appropriate to their needs (AA 5.8.4) Needs may include:
  - a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting
- permit the use of a word processor where the integrity of the assessment can be maintained (AA 4.2.1)
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question (AA 4.2.2)
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification (AA 4.2.3)

Saint Aidan's C of E High School will not:

- simply grant the use of a word processor to a candidate because **he/she now wants to type rather than** write in exams or can work faster on a keyboard, or because **he/she** uses a laptop at home (AA 5.8.4)

Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate, would be:

- In the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course (AA 4.2.4)
- Where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates (AA 5.8.4)

## Arrangements at the time of the assessment for the use of a word processor

A candidate using a word processor is seated separately to the main cohort however may be seated with other candidates using word processors depending on any additional access arrangements in place

In compliance with the regulations, Saint Aidan's C of E High School:

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise (ICE 14.20)
- (where a candidate is to be seated with the main cohort without the use of a power point) checks the battery capacity of the word processor before the candidate's exam to ensure that the battery is sufficiently charged for the entire duration of the exam (ICE 14.21)
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01 (ICE 14.22)
- if a candidate is using a software application that does not allow for the insertion of a header or footer. **In these instances** once the candidate has completed the examination and printed off **his/her** typed script, **he/she is** instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that **he/she is** solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6 (ICE 14.23)
- ensures the candidate is reminded to save their work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet) (ICE 14.25) . instructs the candidate to use a minimum of 12pt font and double spacing to make marking easier for examiners (ICE 14.24)

Saint Aidan's C of E High School will ensure the word processor (ICE 14.25):

- is only used in a way that ensures a candidate's script is produced under secure conditions
- ensure the word processor is not used to perform skills which are being assessed
- ~~ensure the word processor is not connected to an intranet or any other means of communication~~
- is in good working order at the time of the exam
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and ~~is not connected to an intranet or any other means of communication~~

- is cleared of any previously stored data ~~does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc~~
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

Saint Aidan's C of E High School will ensure that any portable storage medium (e.g. a memory stick) used will be:

- provided by the centre
- cleared of any previously stored data

Printing the script after the exam has ended

Saint Aidan's C of E High School will ensure that:

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word processed script is attached to any answer booklet which contains some of the answers
- ~~an awarding body requires a cover sheet to be completed this is included with the candidate's typed script (according to the relevant awarding body's instructions)~~
- if a candidate omits to insert the required header or footer, he/she is instructed to handwrite their details as a header or footer; the candidate is supervised throughout this process to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way (ICE 14.22)
- The centre will also ensure that where an awarding body may require a word processor cover sheet, this is included with the candidate's typed script (and according to the relevant awarding body's instructions). (ICE 14.26)
- The centre may retain electronic copies of word processed scripts as the electronic copy of a word processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that



the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body. (ICE 14.27)

### Statement

JCQ regulations (~~Access Arrangements and Reasonable Adjustments~~, section 5.8) state: A member of the centre's senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.

~~The criteria used to award and allocate word processors for examinations~~

~~Saint Aidan's C of E High School confirms the normal way of working in examinations is:~~

~~Candidates handwrite responses on their examination scripts (an exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology)~~

~~Awarding the use of word processors~~

~~There are exceptions when Saint Aidan's C of E High School may award a candidate the use of a word processor in examinations where:~~

- ~~• the candidate has a firmly established need it reflects the candidate's normal way of working~~
- ~~• by not being awarded a word processor the candidate would be at a substantial disadvantage to other candidates This may include where a candidate has for example:~~
  - ~~- a learning difficulty which has a substantial and long term adverse effect on his/her ability to write legibly~~
  - ~~- a medical condition~~
  - ~~- a physical disability~~
  - ~~- a sensory impairment~~
  - ~~- planning and organisational problems when writing by hand~~
  - ~~- poor handwriting~~

~~The only exceptions to the above where the use of a word processor may also be considered for a candidate would be on a temporary basis as a consequence of a temporary injury at the time of the assessment where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates.~~

~~Allocating the use of word processors at the time of the assessment~~

~~Appropriate exam-compliant word processors will be allocated by the Exams Officer in Liaison with the SENco and IT department.~~

~~In exceptional circumstances where the number of compliant word processors may be insufficient for the cohort of candidates approved to use them in an exam session:~~

- 
- ~~the cohort will be split into two groups~~
  - ~~one group will sit the exam earlier than or later than the awarding body's published start time~~
  - ~~the security of the exam will be maintained at all times and candidates will be supervised in line with section 7.2 of ICE~~

## Appendix 2

### Separate Invigilation Policy

This policy is reviewed and updated annually to ensure that separate invigilation at Saint Aidan's C of E Policy is awarded and managed in accordance with current requirements and regulations. References in this policy to AA and ICE refer to the JCQ publications **Access Arrangements and Reasonable Adjustments** and **Instructions for conducting examinations**.

#### **Introduction**

Separate invigilation within the centre is an available access arrangement as defined in the JCQ regulations. This is an arrangement where a candidate with an established difficulty may be eligible to take an examination accommodated in another room separate to the main cohort.

#### **Purpose of the policy**

The purpose of this policy is to confirm the criteria when this arrangement may be considered and granted for a candidate at Saint Aidan's C of E Policy in compliance with the regulations.

#### **Decisions on the awarding of the arrangement**

At Saint Aidan's C of E Policy, decisions on the awarding of the arrangement are made by: Kate Bray, SENco Decisions are based on:

- Whether the candidate has a substantial and long term impairment which has an adverse effect (AA 5.16)
- **and**
- The candidate's normal way of working within the centre (AA 5.16)
- Ensuring the proposed arrangement does not disadvantage or advantage the candidate (AA 4.2.1)

#### **Criteria for the awarding of the arrangement**

Separate invigilation will be considered where the arrangement would prevent a candidate from being placed at a substantial disadvantage and where the following conditions are met:

- The candidate has an established difficulty as defined in section 5.16 of the JCQ's **Access Arrangements and Reasonable Adjustments** publication (ICE 14.18)
- The candidate has a long-term medical condition or long term social, mental or emotional need (AA 5.16)
- The candidate's difficulties are established within the centre and known to relevant staff or a senior member of staff with pastoral responsibilities (AA 5.16)
- Separate invigilation **must reflect** the candidate's normal way of working in internal tests and mock examinations because of a long term medical condition or long term social, mental or emotional needs (AA 5.16)
- Where a candidate is subject to separate invigilation within the centre, the regulations and guidance within the JCQ publication **Instructions for conducting examinations** will be adhered to, particularly in relation to accommodation and invigilation arrangements (ICE 14.18)
- **Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA, section 5.16)**



## Appendix 3

### **Non- Examination Assessment Policy**

This policy is reviewed and updated annually to ensure that non-examination assessments at Saint Aidan's C of E High School are planned for and managed in accordance with current requirements and regulations.

References in this policy to NEA refers to the JCQ publication **Instructions for conducting examinations non-examination assessments**.

#### **Introduction**

Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting
- task taking
- task marking

The regulator's definition of an examination is very narrow. In effect, any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'. (NEA, Foreword).

#### **Purpose of the policy**

The purpose of this policy is to confirm that Saint Aidan's C of E High School adheres to JCQ regulations relating to non-examination assessments by:

- covering procedures for planning and managing non-examination
- assessments defining staff roles and responsibilities with respect to non-examination assessments
- managing risks associated with non-examination assessments

This policy covers all types of non-examination assessment. (NEA, section 1)

### **Procedures for planning and managing non-examination assessments identifying staff roles and responsibilities**

#### **1. The basic principles**

##### **Head of centre role and responsibilities:**

- Returns a declaration (managed as part of the National Centre Number Register annual update) to confirm awareness of, and that relevant centre staff are adhering to, the latest version of **Instructions for conducting non-examination assessments**, confirming all reasonable steps have been or will be taken to ensure that all candidates at the centre

have had, or will have, the opportunity to undertake the (GCSE English Language) Spoken Language endorsement

- Ensures the centre's **Non-examination Assessment Policy** is fit for purpose
- Ensures the centre's **Internal Appeals Procedures** clearly details the process to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre's marking

#### **Senior leader role and responsibilities:**

- Ensure the correct conduct of non-examination assessments (including endorsements) which comply with the JCQ publication **Instructions for conducting non-examination assessments** and awarding body subject-specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

#### **QA lead/Lead internal verifier role and responsibilities:**

- Confirm with subject heads that appropriate awarding body forms and templates for non-examination assessments (including endorsements) are used by teachers and candidates
- Ensure appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensure appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Where not provided by the awarding body, ensure a centre-devised template is provided for candidates to keep a detailed record of their own research, planning, resources etc.

#### **Subject lead role and responsibilities:**

- Understand and comply with the general instructions as detailed in the JCQ publication **Instructions for conducting non-examination assessments**
- Where these may also be provided by the awarding body, understand and comply with the awarding body's specification for conducting nonexamination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Mark internally assessed work to the criteria provided by the awarding body
- Ensure the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

#### **Exams office/officer role and responsibilities:**

- Signpost the annually updated JCQ publication Instructions for conducting nonexamination assessments to relevant centre staff
- Carry out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

## **2. Task setting**

#### **Subject teacher role and responsibilities:**

- Select tasks to be undertaken where a number of comparable tasks are provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification

- Make candidates aware of the criteria used to assess their work

#### Issuing of tasks:

##### **Subject teacher role and responsibilities:**

- Determine when set tasks are issued by the awarding body
- Identify date(s) when tasks should be taken by candidates
- Access set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all time

### **3. Task taking**

#### Supervision

##### **Subject teacher role and responsibilities:**

- Check the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensure there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensure there is sufficient supervision to ensure the work a candidate submits is their own
- To ensure that where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keep a record of each candidate's contribution
- Ensure candidates are aware of the current JCQ documents Information for candidates - non-examination assessments and Information for candidates - Social media
- Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

#### Advice and feedback

##### **Subject teacher role and responsibilities:**

- As relevant to the subject/component, advise candidates on relevant aspects before candidates begin working on a task
- Not to provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification, provide oral and written advice at a general level to candidates
- Allow candidates to revise and re-draft work after advice has been given at a general level
- Record any assistance given beyond general advice and takes it into account in the marking or submits it to the external examiner
- Ensure when work has been assessed, candidates are not allowed to revise it

#### Resources

##### **Subject teacher role and responsibilities**

Refer to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks

- Ensure conditions for any formally supervised sessions are known and put in place
- Ensure appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- Ensure conditions for any formally supervised sessions are understood and followed by candidates
- Ensure candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensure that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc

#### Word and time limits

##### **Subject teacher role and responsibilities:**

- Refer to the awarding body's specification to determine where word and time limits apply/are mandatory

#### Collaboration and group work

##### **Subject teacher role and responsibilities:**

- Unless stated otherwise in the awarding body's specification, and where appropriate, allow candidates to collaborate when carrying out research and preparatory work
- Ensure that it is possible to attribute assessable outcomes to individual candidates
- Ensure that where an assignment requires written work to be produced, each candidate writes up their own account of the assignment
- Assess the work of each candidate individually

#### Authentication procedures

##### **Subject teacher role and responsibilities:**

- Where required by the awarding body's specification: ensure candidates
- sign a declaration confirming the work they submit for final assessment is their own unaided work
- sign the teacher declaration of authentication confirming the requirements have been met
- Keep signed candidate declarations on file until the deadline for requesting reviews of results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provide signed candidate declarations where these may be requested by a JCQ Centre Inspector (**Electronic signatures are acceptable**)
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follow the authentication procedures and malpractice information in the JCQ publications Instructions for conducting non-examination assessments and informs a member of the senior leadership team
- Understand that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

#### Presentation of work

##### **Subject teacher role and responsibilities:**



- Obtain informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contribution
- Instruct candidates to present work as detailed in the JCQ publication Instructions for conducting non-examination assessments unless the awarding body's specification gives different subject-specific instructions
- Instruct candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work
- Ensures if candidates work is submitted electronically, that it meets the awarding body's specified requirements

### Keeping materials secure

#### **Subject teacher role and responsibilities:**

- When work is being undertaken by candidates under formal supervision, ensure work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensure work is securely stored
- Follow secure storage instructions as defined in the JCQ publication **Instructions for conducting non-examination assessments**
- Take sensible precautions when work is taken home for marking
- Store internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, return internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, return internally assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- Remind candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means (Remind candidates of the contents of the JCQ document **Information for candidates - Social Media**)
- Where work is stored electronically, liaise with IT to ensure the protection and backup of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

#### **IT role and responsibilities:**

- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restrict access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employ an effective back-up strategy so that an up to date archive of candidates' evidence is maintained

Consider encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

#### **4. Task marking - externally assessed components**

##### Conduct of externally assessed work

##### **Subject teacher role and responsibilities:**

- Liaise with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to the JCQ publication Instructions for conducting examinations
- Liaise with the Visiting Examiner where this may be applicable to any externally assessed component

##### **Exams office/officer role and responsibilities:**

- Arrange timetabling, rooming and invigilation where and if this is applicable to any externally assessed non-examination component of a specification
- Conduct the externally assessed component within the window specified by the awarding body and according to JCQ publication Instructions for conducting examinations

##### Submission of work

##### **Subject teacher role and responsibilities:**

- Provide the attendance register to a Visiting Examiner

##### **Exams office/officer role and responsibilities:**

- Provide the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- Ensure the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
- Where candidates' work must be despatched to an awarding body's examiner, ensure the completed attendance register accompanies the work
- Keep a copy of the attendance register until after the deadline for reviews of results for the exam series
- Package the work as required by the awarding body and attaches the examiner address label
- Ensure that the package in which the work is despatched is robust and securely fastened
- Despatch the work to the awarding body's instructions by the required deadline

#### **5. Task marking - internally assessed components**

##### Marking and annotation

##### **Head of centre role and responsibilities:**

- Ensure where a teacher is teaching/preparing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and

similar close relationships) or close friends and their immediate family (e.g. son/daughter), a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

**Subject lead role and responsibilities:**

- Set timescales for teachers to inform candidates of their centre-assessed marks that will allow sufficient time for a candidate to appeal an internal assessment decision/request a review of the centre's marking prior to the marks being submitted to the awarding body external deadline

**Subject teacher role and responsibilities:**

- Attend/access awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- Mark candidates' work in accordance with the marking criteria provided by the awarding body
- Annotate candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Inform candidates of their marks which could be subject to change by the awarding body moderation process
- Ensure candidates are informed to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

**QA lead/Lead internal verifier role and responsibilities:**

- Ensure that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensure accurate internal standardisation - for example by
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retain evidence that internal standardisation has been carried out

**Subject teacher role and responsibilities:**

- Indicate on work (or cover sheet) the date of marking  
Mark to common standards
  - Keep candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Submission of marks and work for moderation

**Subject teacher role and responsibilities:**

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks awarded, to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submit the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensure that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- Ensure the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Submit any supporting documentation required by the awarding body/Provide the exams officer with any supporting documentation required by the awarding body

**Exams office/officer role and responsibilities:**

- Input and submit marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline/Confirm with subject teachers that marks have been submitted to the awarding body deadline
- Where responsible for marks input, ensure checks are made that marks for any additional candidates are submitted and ensure mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the moderator by the awarding body deadline, keeping a record of the work submitted/Confirms with subject teacher that the moderation sample has been submitted to the awarding body deadline
- Ensure that for postal moderation
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results
- Through the subject teacher, ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required
- Through the subject teacher, submit any supporting documentation required by the awarding body

Storage and retention of work after submission of marks**Subject teacher role and responsibilities:**

- Keep a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retain all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period

- In liaison with IT, take steps to protect any work stored electronically from corruption and has a back-up procedure in place
- If retention is a problem because of the nature of the work, retain some form of evidence such as photos, audio or media recordings

#### **Exams office/officer role and responsibilities:**

- Ensure any sample returned after moderation is logged and returned to the subject teacher for secure storage and required retention

#### External moderation - the process

#### **Subject teacher role and responsibilities:**

- Ensure that awarding body or its moderator receive the correct samples of candidates' work
- Where relevant, liaise with the awarding body/moderator where the moderator visits the centre to mark the sample of work
- Comply with any request from the moderator for remaining work or further evidence of the centre's marking

#### External moderation - feedback

#### **Subject lead role and responsibilities:**

- Check the final moderated marks when issued to the centre when the results are published
- Check moderator reports and ensure that any remedial action, if necessary, is undertaken before the next exam series

#### **Exams office/officer role and responsibilities:**

- Access or signpost moderator reports to relevant staff
  - Takes remedial action, if necessary, where feedback may relate to centre administration

### **6. Access arrangements**

#### **Subject teacher role and responsibilities:**

- Work with the ALS lead/SENCo to ensure any access arrangements for eligible candidates are applied to assessments

#### **SENco role and responsibilities:**

- Follow the regulations and guidance in the JCQ publication **Access Arrangements and Reasonable Adjustments** in relation to non-examination assessments
  - Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Make subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensure that staff acting as an access arrangement facilitator are fully trained in their role

## **7. Special consideration and loss of work**

### **Subject teacher role and responsibilities:**

- Understand that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaise with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaise with the exams officer to report loss of work to the awarding body

### **Exams office/officer role and responsibilities:**

Refer to/directs relevant staff to the JCQ publication A guide to the special consideration process:

- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application
- Refer to/directs relevant staff where applicable to Form 15 - JCQ/LCW (lost work) and where applicable submits to the relevant awarding body

## **7. Malpractice**

### **Head of centre role and responsibilities:**

- Understand the responsibility to immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates ~~teachers, invigilators or other administrative staff~~ **or centre staff**
- **Ensures any irregularity identified by the centre before the candidate has signed the authentication statement (where required) are dealt with under its own internal procedures, with no requirement to report the irregularity to the awarding body (The only exception being where the awarding body's confidential assessment materials has been breached, the breach must be report to the awarding body)**
- Is familiar with the JCQ publication Suspected **Malpractice: Policies and Procedures**
- Ensure that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensure that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### **Subject teacher role and responsibilities:**

- Is aware of the **JCQ Notice to Centre - Sharing NEA material and candidates' work** to mitigate against candidate and centre malpractice
- Ensure candidates understand what constitutes malpractice in non-examination assessments
- Ensure candidates understand the JCQ **document Information for candidates - non-examination assessments**
- Ensure candidates understand the JCQ document **Information for candidates - Social Media**
- Escalate and report any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

**Exams office/officer role and responsibilities:**

- Signpost the JCQ publication **Suspected Malpractice: Policies and Procedures** to the head of centre
- Signpost the **JCQ Notice to Centres - Sharing NEA material and candidates' work** to subject heads
- Signpost candidates to the relevant JCQ **information for candidates** documents
- Where required, support the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

**8. Post-results services****Head of centre role and responsibilities:**

- Is familiar with the JCQ publication Post-Result
- Ensure the centre's Internal Appeals Procedures clearly detail the process to be followed by candidates (or their parents/carers) appealing against a centre decision not to support a review of results or an appeal

**Subject lead role and responsibilities:**

- Provide relevant support to subject teachers making decisions about reviews of results
- Provide the exams officer with the original sample or relevant sample of candidates' work that may be required for a review of moderation to the internal deadline

**Exams office/officer role and responsibilities:**

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication Post-Results Services (Information and guidance to centres...)
- Provide/signpost relevant centre staff and candidates to post-results services information
- Ensure any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

**9. Endorsements**

Spoken Language Endorsement for GCSE English Language specifications

**QA lead/Lead internal verifier role and responsibilities:**

- Ensure the appropriate arrangements are in place for internal standardisation of assessments

**Subject lead role and responsibilities:**

- Confirm understanding of the Spoken Language Endorsement for GCSE English Language specifications and ensures any relevant JCQ/awarding body instructions are followed
- Ensure the required task setting and task taking instructions are followed by subject teachers

- Ensure subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- Ensure for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

**Subject teacher role and responsibilities:**

- Ensure all the requirements in relation to the endorsement are known and understood
- Follow the required task setting and task taking instructions
- Assess candidates, either live or from recordings, using the common assessment criteria
- Provide audio-visual recordings of the presentations of a sample of candidates for monitoring purposes
- Follow the awarding body's instructions for the submission of grades (Pass, Merit, Distinction or Not Classified) and the storage and submission of recordings

**Exams office/officer role and responsibilities:**

- Follow the awarding body's instructions for the submission of grades and recordings



## Appendix 4

### Examination Contingency Plan

#### **Purpose of the plan**

This plan examines potential risks and issues that could cause disruption to the exam process. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process at Saint Aidan's C of E High School. Alongside internal processes this plan is informed by the Ofqual **Exam system contingency plan: England, Wales and Northern Ireland** which provides guidance in the publication, 'What schools and colleges and other centres should do if exams or other assessments are seriously disrupted'.

This plan details how Saint Aidan's C of E High School complies with the JCQ's **General Regulations for Approved Centres** (section 5.3, Centre management) by having in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. **The potential impact of a cyber-attack should also be considered.**

#### **Possible causes of disruption to the exam process**

##### **1. Exams officer absence at key points in the exam process (exam cycle)**

###### ***Criteria for implementation of the plan:***

Key tasks required in the management and administration of the exam cycle not undertaken including:

###### Planning

- annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered
- annual exams plan not produced identifying essential key tasks, key dates and deadlines
- sufficient invigilators not recruited

###### Entries

- awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff
- candidates not being entered with awarding bodies for external exams/assessment
- awarding body entry deadlines missed or late or other penalty fees being incurred

###### Pre-exams

- invigilators not trained or updated on changes to instructions for conducting exams
- exam timetabling, rooming allocation; and invigilation schedules not prepared
- candidates not briefed on exam timetables and awarding body information for candidates
- confidential exam/assessment materials and candidates' work not stored under required secure conditions
- internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators

#### Exam time

- exams/assessments not taken under the conditions prescribed by awarding bodies
- required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration
- candidates' scripts not dispatched as required for marking to awarding bodies

#### Results and post-results

- access to examination results affecting the distribution of results to candidates
- the facilitation of post-results services

#### ***Centre actions:***

Senior Leadership Team (SLT) will assume responsibility for exams process with the assistance of the **Operations and Cover Manager**

### **2. SENCo extended absence at key points in the exam process (exam cycle)**

#### ***Criteria for implementation of the plan:***

Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:

#### Planning

- candidates not tested/assessed to identify potential access arrangement requirements
- centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010
- evidence of need and evidence to support normal way of working not collated

#### Pre-exams

- approval for access arrangements not applied for to the awarding body
- centre-delegated arrangements not put in place modified paper requirements not identified in a timely manner to enable ordering to meet external deadline
- staff (facilitators) providing support to access arrangement candidates not allocated and trained

#### Exam time

- access arrangement candidate support not arranged for exam rooms

#### ***Centre actions:***

- to mitigate the impact of the disruption listed above
- The Assistant SENCo is qualified to test and process applications through Access Arrangements Online.
- The Exams Officer will liaise regularly with the Assistant SENCo to communicate the requirements of students

### **3. Teaching staff extended absence at key points in the exam process (exam cycle)**

#### ***Criteria for implementation of the plan:***

Key tasks not undertaken including:

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

- Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies
- Non-examination assessment tasks not set/issued/taken by candidates as scheduled
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

***Centre actions:***

- SLT to nominate a deputy to cover the role

**4. Invigilators - lack of appropriately trained invigilators or invigilator absence**

***Criteria for implementation of the plan:***

- Failure to recruit and train sufficient invigilators to conduct exams
- Invigilator shortage on peak exam days
- Invigilator absence on the day of an exam

***Centre actions:***

- **Operations and Cover Manager** to ensure appropriate number of invigilators are trained to cover all exams and backups available at short notice
- Recruit on an annual basis
- Arrange regular training sessions
- Operations to liaise with cover supervisors in the event of a last minute invigilator absence

**5. Exam rooms - lack of appropriate rooms or main venue(s) unavailable at short notice**

***Criteria for implementation of the plan:***

- Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning
- Insufficient rooms available on peak exam days
- Main exam venues unavailable due to an unexpected incident at exam time ***Centre actions:***

- SLT, Exams Officer and Operations and Cover Manager and Site Manager to identify rooms for exams
- Sports Hall is made available for peak exam periods
- The Learning Resource Centre is made available during exam periods to house candidates with access arrangements and last minute special arrangements

**6. Cyber-attack**

Where it is identified that a cyber attack may compromise any aspect of the delivery of examinations, the Exams Officer will work with IT and make contact with the relevant Awarding Body to seek further guidance. Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.

## **7. Failure of IT systems**

### ***Criteria for implementation of the plan:***

- MIS/IT system failure at final entry deadline
- MIS/IT system failure during exams preparation
- MIS/IT system failure at results release time

### ***Centre actions:***

In the event of a MIS system failure at crucial times during the exam cycle the ICT Manager will be informed as soon as possible and every step will be taken to reinstate the MIS to working condition. Exam boards will be notified in good time and steps will be taken to continue proceedings using manual systems.

- If MIS failure at final entry deadline, the centre must immediately liaise with Awarding body with which examination entries are with and seek guidance as to how an alternative entry can be made.
- If MIS failure during exam preparation for example preparing seating plans. An alternative equivalent should be prepared and Awarding bodies made aware of the alternative methods being used.
- If MIS failure at results stage candidates to be made aware of delay to release of results and expectations managed. Awarding bodies to be informed of failure and alternative methods such as postal and/or courier be considered to ensure results received at the centre.

## **8. Emergency evacuation of the exam room or centre lockdown**

### ***Criteria for implementation of the plan:***

- Whole centre evacuation (or lockdown) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

### ***Centre actions:***

- Centre to refer to emergency evacuation policy and lock down policy separately prepared
- Exam Invigilators will be briefed on the schools Lockdown Procedure prior to commencing their roles for external examinations.
- The Exams Officer will ensure a copy of the "Sounding of the Fire Bell or Lock Down bell during examinations" document will be present in each exam room. This documents the Evacuation Routes and Assembly Points.
- Exam candidates will be briefed on how to follow the lockdown procedure prior to the commencement of their examinations.
- During the pre-exam briefing, the Lead Invigilator will assign each invigilator a row or rows of students to oversee in the event of an evacuation
- The Exams Officer will always provide spare copies of the seating plan for each examination to ensure invigilators can register their evacuated students and report back to the Exams Officer.
- On occasions when there is the maximum number of students in the Main Exam Room (Gym/Hall) the Lead Invigilator will assign themselves a row or rows of students to assist a safe and swift evacuation.

**If the need arises for an evacuation the centre will ensure:**

A member of the Senior Leadership Team (SLT) will report to the Main Exam Room (Gym/Hall) to advise the Lead Invigilator of the decision to remain or evacuate and support the invigilators with the evacuation if applicable.

- The Lead Invigilator will instruct candidates to stop writing, close their papers and leave everything on the desk.

The Lead Invigilator will make a note of the time of the alarm, reassure the candidates of their safety and ask them to follow their instructions.

- The Lead Invigilator will remind candidates of the need to remain in silence and not communicate with any other candidate.
- The Lead invigilator will instruct candidates to evacuate the room one or two rows at a time with their designated Invigilator and follow them to the assembly points via the evacuation route.
- Once all the students have been evacuated the Lead Invigilator will take the attendance register to the evacuation point and ensure all the candidates are accounted for.
- The Exams Officer will report to the Head of Centre when all students are accounted for or to report any missing candidates.
- If any Ancillary Rooms are in use (most likely the Lecture Theatre, the Library, the Achievement Room or Ingram Wing) the Invigilators will take overall responsibility for the students in these rooms. Any facilitators will assist their Invigilators and accompany the evacuation.

**Building Evacuations:**

**GYM** - ALL rows will exit, with their Invigilators, via the Fire Doors facing the score board on to the field. Commence evacuation with the rows nearest the Fire Doors, working forwards.

**HALL** - ALL rows will exit, with their Invigilators, via the EAST fire door (left side as you look at the stage). The Lead Invigilator will direct this two rows at a time, taking his/her row or rows out last (when required). When we have a full Hall – during Mock or KS3 exams, both East and West exits will be utilised.

**ANCILLARY ROOMS** - All Candidates to follow their Invigilator to the designated Assembly point for that room.

**ASSEMBLY POINT & REGISTRATION:**

Once at the Assembly point, the Invigilators will instruct the candidates:

- To remain in silence
- To line up as follows

**GYM – OUTSIDE ON THE FIELD****HALL - IN FRONT OF THE CRICKET PAVILION**

ROWS			ROWS			
K-P	F-J	A-E	A-B	C-D	E-F	G-H

Once the candidates are lined up in their rows, the Invigilators will use the seating plans to take a register.

LECTURE THEATRE / INGRAM WING : Outside on the Field – register the students and report “all present” to Operational Manager Deborah Ratcliffe, who in turn will advise the Senior Fire Marshall and Felicity Price.

LRC/ACHIEVEMENT ROOM : Report to the Top Yard with the students. One member of the Team from each room can report “all present” to the **Operations and Cover Manager**, who in turn will advise the Senior Fire Marshall and Exams Officer.

### **Registers:**

Marked registers for the Main Exam room will be collected by the Exams Officer who, in turn, will report to the Senior Fire Marshall that all students, Invigilators and Facilitators are present at the Assembly Point.

### **Returning to the Exam Room:**

Invigilators will be notified when it is safe to re-enter the building. Exam candidates will be given priority to re-enter their exam rooms.

The Invigilator will remind the candidates that there must be no communication.

### **If the Lock down bell is sounded:**

The Lead/Sole Invigilator will reassure the candidates and instruct them to stop writing and turn their exam papers face down.

All students in Exam Rooms at this time will remain in their rooms, and if necessary the Invigilator/s will lock/barricade the doors, as per the “Lockdown Procedure”, separately prepared and await further instructions.

### **Resuming the Examination**

In assessing whether or not to continue the exam the Exams Officer will liaise with the Head of centre (or nominated deputy) as to whether or not the session will continue.

The Head of Centre will consider

- the length of time that has passed since the official start time
- Whether the minimum time for remaining the examination has passed to maintain the integrity of the exam
- The amount of time left to complete the exam(s)
- Whether there is sufficient time to complete the exam before another session starts.
- Whether continuing the exam will take candidates over the session limit of 3 hours, taking particular care to consider candidates with access arrangements which include extra time.

If the Head of Centre is satisfied that the above conditions have not been breached he will ask the Exams Officer to continue the exam.

- The lead Invigilator will ask all candidates to mark their work with an Asterisk so that the exam board can identify where the candidates' concentration was disturbed.

- The candidates will continue with the exam and be given the full allocated amount of time (including stoppage) for the completion of the exam.
- The Lead Invigilator will make a note of the time the exam resumed on the Invigilator Incident Report Form and adjust the clock accordingly.
- Scripts will be submitted to the exam board in the usual manner at the end of the exam.
- The Exams Officer will apply for special consideration for all affected candidates.
- If the above conditions cannot be met the Exams Officer will liaise with the Head of Centre regarding a decision to abandon the session.

**If the session is to be abandoned, this will be either:**

- Because of consideration of the criteria above,  
Because re-entry to the premises cannot be secured
- Because the risk of communication between candidates, the validation of the exam cannot be guaranteed
- The Exams Officer will contact the Exam Board at the first opportunity and then apply for Special Consideration of all affected candidates.
- Partially completed papers will be sent to the exam board by the usual means if requested.

**8. Disruption of teaching time in the weeks before an exam - centre closed for an extended period**

***Criteria for implementation of the plan:***

- Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning

***Centre actions:***

- recognise it remains the responsibility of the centre to prepare students, as usual, for examinations
- facilitate alternative methods of learning
- communicate with candidates and their parent/carers information relating to alternative methods of learning
- take advice offered by the awarding body regarding alternative arrangements for conducting examinations that may be available
- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations
- advise candidates, where appropriate, of the opportunities to take their exam or assessment at a later date

**9. Candidates unable to take examinations because of a crisis - centre remains open**

***Criteria for implementation of the plan:***

- Candidates are unable to attend the examination centre to take examinations as normal

***Centre actions:***

- take advice offered by the awarding body on the options for candidates who have not been able to take scheduled examinations



- discuss alternative arrangements with the awarding body if a candidate misses an exam or loses their assessment due to an emergency, or other event, outside of the candidate's control
- identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding body, ensuring the secure transportation of questions papers or assessment materials to the alternative venue
- communicate with candidates and parents/carers any changes to the exam or assessment timetable or to the venue consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

## **10. Centre unable to open as normal during the examination period (including in the event of the centre being unavailable for examinations owing to an unforeseen emergency)**

### ***Criteria for implementation of the plan:***

- Centre unable to open as normal for scheduled examinations

### ***Centre actions:***

- take advice, or follow instructions, from relevant local or national agencies in deciding whether the centre is able to open
- contact the relevant awarding body as soon as possible and follow its instructions
- discuss alternative arrangements with the awarding body if the exam or assessment cannot take place
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- where accommodation is limited, prioritise candidates whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned
- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue
- consider whether any candidates' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration

## **11. Disruption in the distribution of examination papers**

### ***Criteria for implementation of the plan:***

- Disruption to the distribution of examination papers to the centre in advance of examinations

### ***Centre actions:***

- liaise with awarding bodies regarding the provision of electronic access to examination papers via a secure external network and will ensure when copies are received/made these are stored under secure conditions
- follow guidance provided by the awarding body on the conduct of examinations in such circumstances
- understand that as a last resort, and in close collaboration with centres and regulators, awarding organisations will consider scheduling of the examination on an alternative date



- communicate with candidates (and where appropriate, parents/carers) any changes to the exam or assessment timetable or to the venue

## **12. Disruption to the transportation of completed examination scripts**

### ***Criteria for implementation of the plan:***

- Delay in normal collection arrangements for completed examination scripts/assessment evidence

### ***Centre actions:***

- where examinations are part of the national 'yellow label' service or where awarding bodies arrange collections, seek advice from awarding bodies and will not make its own arrangements for transportation unless told to do so by the awarding body
- for any examinations where the centre makes its own arrangements for transportation, investigate alternative dispatch options that comply with the requirements detailed in the JCQ's Instructions for Conducting Examination
- ensure the secure storage of completed examination scripts until collection

## **13. Assessment evidence is not available to be marked**

### ***Criteria for implementation of the plan:***

- Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked
- Completed examination scripts/assessment evidence does not reach awarding organisations

### ***Centre actions:***

- liaise with the awarding body to determine if candidate marks for affected assessments may be able to be generated based on other appropriate evidence of candidate achievement as defined by the awarding body
- where marks cannot be generated by awarding body, inform candidates they may need to retake the affected assessment in a subsequent assessment series

## **14. Centre unable to distribute results as normal (including in the event of the centre being unavailable on results day owing to an unforeseen emergency) or facilitate post-results services**

### ***Criteria for implementation of the plan:***

- Centre is unable to access or manage the distribution of results to candidates, or to facilitate post-results services

### ***Centre actions:***

- make every effort to make arrangements to access results at an alternative site and/or share facilities with other schools and colleges if possible
- contact the awarding organisations about alternative options
- arrange for the results to be collected from an alternative venue and communicate this to students via the school website and any other means possible

- 
- arrange to make post results requests at an alternative location and contact relevant awarding organisations if electric post results requests are not possible

**Further guidance to inform procedures and implement contingency planning is provided by Ofqual's Exam system contingency plan: England, Wales and Northern Ireland. This explains further what centres should do if exams or other assessments are seriously disrupted (see Appendix 6).**

## Appendix 5

### **'LOCKDOWN' PROCEDURE**

#### **What is a 'Lockdown'?**

- ▶ There might be an occasion when it is necessary to secure the safety of all students and staff within the premises following an alert from the Emergency services or a 'threat' on the premises has been identified.

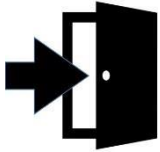

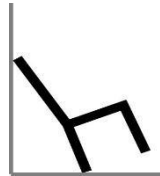



#### **What is the signal for a 'Lockdown'?**

- ▶ If we have been informed by the emergency services or any member of the staff has identified that there is an imminent 'threat' to the personal safety of any of students or staff **the school bell will be rung continuously.**

#### **What happens next?**

- ▶ Verbal instructions will be given from all members of staff to all students after a continuous ringing of the school bell.
- ▶ All students outside buildings should quickly and immediately make their way inside to the nearest classroom.
- ▶ **Stay in your room and lock or barricade the door**
- ▶ Ensure all pupils are inside the room. Alternatively, ask pupils to hide or disperse if this will improve their safety.
- ▶ Lock / secure entrance points (e.g. doors, windows) to prevent the intruder entering the room.
- ▶ Ensure people take action to increase protection from attack.
- ▶ Block access points (e.g. move furniture to obstruct doorways).
- ▶ Sit on the floor, under tables or against a wall.
- ▶ Keep out of sight.
- ▶ Draw curtains / blinds.
- ▶ Turn off lights.
- ▶ Stay away from windows and doors.
- ▶ If a phone is present / (fixed line, mobile staff or student) Dial 999. Dial once for each emergency service that you require.
- ▶ Remain inside until **an all-clear has been given (five short rings of the bell), or unless told to evacuate by the emergency services.**

## ACTIONS

	<p>Return to your classroom with pupils, as quickly and safely as possible.</p>
	<p>Close all doors and windows, lock if able to.</p>
	<p>Block any access points into the classroom by moving furniture in front of door.</p>
	<p>Draw all curtains/blinds and switch off lights.</p>
	<p>Sit on floor, against a wall if possible.</p>
	<p>Undertake a register as soon as possible. If possible report any missing pupils to the office or a member of the SLT by telephone.</p>

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<b>STAY IN</b>	Remain inside with doors locked until the all-clear has been given, or unless told to evacuate by the emergency services.  <b>DO NOT</b> leave the classroom to find out what is happening.
<b>KEEP CALM</b>	Keep pupils calm by offering constant reassurance. Keep as quiet as possible.

**The all clear will be given to staff from the SLT or the emergency services when the 'threat' is no longer present**

**What happens during external examinations?**

1. Exam invigilators need to be briefed on the 'Lockdown' procedure prior to commencing their roles for external examinations. This is to be done by the Exams Officer with support from the SLT.
2. Examination students need to be briefed on what to do in the case of the 'Lockdown' bell sounding. This is to be included in the "reading of notices" prior to each exam.
3. If the lockdown bell sounds, the Gym (and any ancillary rooms) will be locked down by the exam invigilation team.
4. Those in the Gym will remain where they are. All exam students will be instructed to stop writing and turn their papers face down until such time as they are instructed to continue.
5. **Other exam students, all staff and students in classes will not move to the Gym but will remain in their rooms and if necessary barricade / lock the doors awaiting further instructions.**
6. Where possible staff will try to keep in contact with other colleagues by telephone or await further instructions.

## Appendix 6

Further guidance to inform procedures and implement contingency planning

### Ofqual What schools and colleges and other centres should do if exams or other assessments are seriously disrupted

#### 1. Contingency planning

You should prepare for possible disruption to exams and other assessments and make sure staff are aware of these plans. When drafting contingency plans, you should consider the following guidance:

##### 1.1 Covid specific guidance:

- **Guidance for schools Covid-19** ([www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#safe-working-and-protective-measures](http://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#safe-working-and-protective-measures)) from the Department for Education in England (subject to frequent updates as the situation changes)
- **Responsibility for autumn GCSE, AS and A level exam series** ([www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series](http://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series)) from the Department for Education in England
- **Action for FE Colleges** ([www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision](http://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision)) from the Department for Education in England
- **Public health guidance to support autumn exams**
  - ([www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams](http://www.gov.uk/government/publications/responsibility-for-autumn-gcse-as-and-a-level-exam-series/public-health-arrangements-for-autumn-exams)) from the Department for Education
- **Education and childcare: coronavirus** (<https://gov.wales/education-coronavirus>) from Welsh Government
- **Covid-19 - guidance for school and educational settings** ([www.educationni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland](http://www.educationni.gov.uk/publications/coronavirus-covid-19-guidance-school-and-educational-settings-northern-ireland)) from Department of Education in Northern Ireland

Awarding organisations are required to establish, maintain and comply with an up-to-date detailed written contingency plan, to mitigate any incident they have identified may occur. This includes having communication plans for external parties (Ofqual General Condition of Recognition A6). Schools and colleges should also be prepared for possible disruption to exams and assessments and make sure staff are aware of these plans.

##### 1.2 General contingency guidance

- **Emergency planning and response** ([www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)) from the Department for Education in England
- **Opening and closing local authority-maintained schools** ([www.gov.uk/government/publications/school-organisation-maintained-schools](http://www.gov.uk/government/publications/school-organisation-maintained-schools)) from the Department for Education in England
- **Exceptional closure days** ([www.education-ni.gov.uk/articles/exceptional-closure-days](http://www.education-ni.gov.uk/articles/exceptional-closure-days)) from the Department of Education in Northern Ireland

- **Checklist – exceptional closure of schools**

([www.educationni.gov.uk/publications/checklist-exceptional-closure-schools](http://www.educationni.gov.uk/publications/checklist-exceptional-closure-schools)) from the Department of Education in Northern Ireland

- **School closures** (<https://gov.wales/opening-schools-extremely-bad-weatherguidance-schools>) from NI Direct

- **Opening schools in extremely bad weather** (<https://gov.wales/opening-schoolsextremely-bad-weather-guidance-schools>) – guidance for schools from the Welsh Government

- **Procedures for handling bomb threats**

([www.gov.uk/government/publications/bomb-threats-guidance](http://www.gov.uk/government/publications/bomb-threats-guidance)) from the National Counter Terrorism Security Office.

- [emergency planning and response](#) from the Department for Education in England
- [school organisation: local-authority-maintained schools](#) from the Department for Education in England
- [exceptional closure days](#) from the Department of Education in Northern Ireland
- [checklist - exceptional closure of schools](#) from the Department of Education in Northern Ireland
- [school terms and school closures](#) from NI Direct
- [opening schools in extremely bad weather](#) - guidance for schools from the Welsh Government
- [police guidance from National Counter Terrorism Security Office and partners on preparing for threats](#)

## 2. Disruption to assessments or exams

In the absence of any instruction from the relevant awarding organisation, you should make sure that any exam or timetabled assessment takes place if it is possible to hold it. This may mean relocating to alternative premises.

You should discuss alternative arrangements with your awarding organisation if:

- the exam or assessment cannot take place
- a student misses an exam or loses their assessment due to an emergency, or other event, outside of the student's control

See also: Jcq Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland ([www.jcq.org.uk/exams-office/otherdocuments/jcq-joint-contingency-plan/](http://www.jcq.org.uk/exams-office/otherdocuments/jcq-joint-contingency-plan/))

[You may also wish to see the JCQ's notice to centres on exam contingency plans](#) and [JCQ's notice on preparing for disruption to examinations](#) in England, Wales and Northern Ireland for qualifications within its scope.

## 3. Steps you should take

### 3.1 Exam planning

Review contingency plans well in advance of each exam or assessment series. Consider how, if the contingency plan is invoked, you will comply with the awarding organisation's requirements.

### 3.2 In the event of disruption

- Contact the relevant awarding organisation and follow its instructions.



- Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
- Identify whether the exam or timetabled assessment can be sat at an alternative venue, in agreement with the relevant awarding organisation, ensuring the secure transportation of questions papers or assessment materials to the alternative venue.
- Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
- In the event of an evacuation during an examination please refer to JCQ's 'Centre emergency evacuation procedure'.
- Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
- Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

### **3.3 After the exam**

- Consider whether any students' ability to take the assessment or demonstrate their level of attainment has been materially affected and, if so, apply for special consideration.
- Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
- Ensure that scripts are stored under secure conditions.
- Return scripts to awarding organisations in line with their instructions. Never make alternative arrangements for the transportation of completed exam scripts, unless told to do so by the awarding organisation.

## **4. Steps the awarding organisation should take**

### **4.1 Exam planning**

Establish and maintain, and at all times comply with, an up-to-date, written contingency plan. Ensure that the arrangements in place with centres and other third parties enable them to deliver and award qualifications in accordance with their conditions of recognition.

### **4.2 In the event of disruption**

- Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
- Provide effective guidance to any of their centres delivering qualifications.
- Ensure that where an assessment must be completed under specified conditions, students complete the assessment under those conditions (other than where any reasonable adjustments or special considerations require alternative conditions).
- Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
- Coordinate its communications with the relevant regulators where the disruption has an impact on multiple centres or a wide range of learners.

### **4.3 After the exam**

Consider any requests for special consideration for affected students. For example, those who may have lost their internally assessed work or whose performance in assessments or exams could have been affected by the disruption.

#### 4.4 If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, **consider asking** the awarding organisation about applying for special consideration.

Decisions about special consideration, when it is or is not appropriate, is for each awarding organisation to make. Their decisions might be different for different qualifications and for different subjects. See also:

- JCQ's guidance on special considerations
- ~~FAB's guidance on special considerations~~

#### Wider communications

The regulators, Ofqual in England, Qualifications Wales in Wales and CCEA in Northern Ireland, will share timely and accurate information, as required, with awarding organisations, government departments and other stakeholders.

The Department for Education in England, the Department of Education in Northern Ireland and the Welsh Government will inform the relevant government ministers as soon as it becomes apparent that there will be significant local or national disruption; and ensure that they are kept updated until the matter is resolved.

Awarding organisations will alert the Universities and Colleges Admissions Service (UCAS) and the Central Applications Office (CAO) about any impact of the disruption on their deadlines and liaise regarding student progression to further and higher education.

Awarding organisations will alert relevant professional bodies or employer groups if the impact of disruption particularly affects them.

#### Widespread national disruption **to the taking of examinations or assessments**

In the event of widespread sustained national disruption, the government departments will communicate with regulators, awarding organisations and centres prior to a public announcement. Regulators will provide advice to government departments on implications for **examinations and assessments, including** exam timetables.

In November 2022, Ofqual and the Department for Education issued decisions following a consultation on the resilience of the qualifications sector for specific examinations awarded in England in summer 2023. Ofqual has published Guidance for schools, colleges and other exam centres on gathering evidence of student performance for students entering GCSEs, AS and A levels, the Advanced Extension Award and Project qualifications to support resilience in the exam system in England in 2023.

Ofqual guidance extract **above** taken directly from the Exam system contingency plan: England, Wales and Northern Ireland - **What schools and colleges and other centres should do if exams or other assessments are seriously disrupted**

(last updated **30 November 2022**) <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>)



## Appendix 7

### Candidate Absence Policy

This policy is reviewed and updated annually to ensure that candidate absence from examinations at Saint Aidan's C of E High School is managed in accordance with current requirements and regulations.

References in this policy to ICE and SC refer to the JCQ publications **Instructions for conducting examinations** and **A guide to the special consideration process**

#### **Purpose of the policy**

The purpose of this policy is to confirm the arrangements for candidates who are absent from an examination at Saint Aidan's C of E High School.

An absent candidate may subsequently arrive once the exam is underway, becoming a late or very late arrival, at which point Saint Aidan's C of E High School reserves the right to exercise discretion whether to allow a candidate who arrives after the start of the examination to enter the examination room and sit the examination. (See **Candidate Late Arrival Policy**)

Based upon the circumstances for the absence, and subject to the required conditions being met, an application for special consideration may also be made to the relevant awarding body.

#### **Identifying and dealing with candidate absence**

A candidate will be considered absent from an examination if:

- The candidate is not present on completion of the attendance register once candidates are seated and have started the examination (ICE 22.5)

Once a candidate is identified as absent from an examination, the following action will be taken:

- The candidate will be contacted immediately as to their whereabouts and as far as possible arrangements made to ensure their immediate arrival

If a candidate fails to sit an examination, the following action is taken:

- A confirmed candidate absence is clearly recorded on the attendance register which is sent to the examiner/marker
- The candidate absence is noted on the seating plan by crossing through the candidate details

#### **Roles and Responsibilities**

It is the responsibility of the following members of staff to deal with candidate absence once it has been identified:

- Exams Officer
- Reception Team
- Attendance Officer

It is the responsibility of the following member(s) of staff to deal with candidates who are persistently absent from examinations:

- Attendance Officer

- Senior Leadership Team

### **The role of invigilators**

Invigilators will:

- Be informed of the process for dealing with absent candidates through training
- Ensure that absent candidates are clearly indicated on the attendance register (ICE 22.4)

### **The Role of Candidates**

Candidates will be:

- Re-charged any relevant entry fees for unauthorised absence from examinations

### **Special consideration**

At Saint Aidan's C of E High School if a candidate is absent from a timetabled written examination for an acceptable reason, the candidate may be eligible for special consideration. This is where an adjustment may be made to the candidate's terminal grade by the awarding body, providing the following conditions are met:

- The examination is in the candidate's terminal exam series (SC 4.1)
- The candidate has completed or will be able to complete the required percentage of the assessment to meet the minimum requirements for enhanced grading in cases of acceptable absence (SC 4.3)
- The application for special consideration can be supported by signed evidence produced by a senior leader (SC 6)

It is the responsibility of the Exam Officer to deal with special consideration requests and applications

## Appendix 8

### Access Arrangements Policy

This policy is reviewed and updated annually to ensure that access arrangements process at Saint Aidan's C of E High School is managed in accordance with current requirements and regulations.

References in this policy to GR, ICE and AA refer to the JCQ publications **General Regulations for Approved Centres, Instructions for conducting examinations** and **Access Arrangements and Reasonable Adjustments**.

#### **Purpose of the policy**

The purpose of this policy is to confirm that Saint Aidan's C of E High School has a written record which clearly shows the centre is leading on the access arrangements process and:

- is complying with its obligation to identify the need for, request and implement access arrangements (GR 5.5)
- has a written process in place to not only check the qualification(s) of its assessor(s) but that the correct procedures are followed as per Chapter 7 of the JCQ publication Access Arrangements and Reasonable Adjustments (GR 5.4)

#### **General principles**

The general principles of access arrangements for Saint Aidan's C of E High School to consider include:

- The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate. (AA 4.2.1)
- The person who leads on additional learning support/special educational needs, must ensure that the proposed access arrangement does not disadvantage or advantage the candidate (AA 4.2.1)
- Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question (AA 4.2.2)
- Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. The need for access arrangements must be considered on a subject-by- subject basis. (AA 4.2.3)
- Access arrangements should be processed at the start of the course (AA 4.2.4)
- Arrangements must always be approved **before** an examination or assessment (AA 4.2.4)
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre (AA 4.2.5)
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s) before their first examination (AA 4.2.7)
- ~~The main elements of the access arrangements process detailing staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of examinations are covered in Not Applicable.~~

### **The assessment process**

At Saint Aidan's C of E High School, assessments are carried out by: an appropriately qualified assessor(s) appointed by the head of centre in accordance with the JCQ requirements (AA 7.3)

### **Appointment of assessors of candidates with learning difficulties**

At the point an assessor is engaged/employed at Saint Aidan's C of E High School:

- Evidence of the assessor's qualification is obtained and checked against the current requirements (AA 7.3.4)
- This process is carried out prior to the assessor undertaking any assessment of a candidate (AA 7.3.4)
- A photocopy of the assessor's certificate(s) (or a printout of screenshot of HCPC or SASC registration) is kept on file (AA 7.3.1)

### **Reporting the appointment of the assessor(s)**

Evidence that the assessor(s) is/are suitably qualified is held on file for inspection purposes (AA 7.4.1) When requested, the evidence will be presented to the JCQ Centre Inspector by either

- Kate Bray SenCo
- Michael Broughton Assistant SenCo
- Felicity Price, Exams Officer
- A member of SLT

In the case of appropriately qualified psychologists (registered with the Health & Care Professions Council), or specialist assessors holding a current SpLD Assessment Practising Certificate, who are directly employed within the centre, there is no need to record the names of these individuals within **Access arrangements online**. (AA 4.4.2)

The names of all other assessors, who are assessing candidates studying qualifications as covered by AA must be entered into **Access arrangements online** to confirm their status. This will include all other professionals working outside the centre. (AA 7.4.3)

### **Process for the assessment of a candidate's learning difficulties by an assessor**

Saint Aidan's C of E High School confirms:

- Guidelines for the assessment of the candidate's learning difficulties by an assessor will be followed and Form 8 (JCQ/AA/LD - Profile of Learning Difficulties) will be completed (AA 7.5, 7.6)
- Assessors must personally conduct the assessments. They must not sign off assessments carried out by another professional. (AA 7.5.5)
- The assessor must carry out tests which are relevant to support the application. (AA 7.5.6)
  - 7.5.6)
- A privately commissioned assessment carried out without prior consultation with the centre cannot be used to award access arrangements and cannot be used to process an application using Access arrangements online. (AA 7.3.6)
- Any privately commissioned assessment to see whether the process of gathering a picture of need, demonstrating normal way of working within the centre and ultimately assessing the candidate themselves should be instigated. (AA 7.3.6)

### **Picture of need/ normal way of working**

Saint Aidan's C od E High School confirms

- Before the candidate's assessment, the person appointed in the centre must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The centre and the assessor must work together to ensure a joined-up and consistent process.(AA 7.5.2)
- An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.
- All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.
- An independent assessor must discuss access arrangements with the person appointed in the centre. The responsibility to request access arrangements specifically lies with the centre. (AA 7.5.3)

### **Processing access arrangements**

#### **Arrangements requiring awarding body approval**

Access arrangements online (AAO) is used to apply for approval of arrangements for the qualifications listed within the JCQ publication **Access Arrangements and Reasonable Adjustments**.

AAO is accessed through the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The completion of the **Candidate Personal data consent form** and the **Data protection confirmation** by the SENco must be completed prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved.

The SENCo **must** keep detailed records, whether electronically or in hard copy paper format, of all the essential information on file. This includes a copy of the candidate's approved application, appropriate evidence of need (where required) **and** a signed candidate personal data consent form for inspection by the JCQ Centre Inspection Service. (**AA, section 8.6**)

Deadlines apply for each examination series for submitting applications for approval using AAO.

#### **Centre delegated arrangements**

Decisions relating to the approval of centre delegated arrangements are made by

Kate Bray SenCo

Appropriate evidence, where required by the arrangement, is held on file by

Kate Bray SenCo



### **The use of a word processor**

The Word Processor Policy (Appendix 1) details the criteria Saint Aidan's C od E High School uses to award and allocate word processors in examinations/assessments. **This policy must be available for inspection. (AA, section 5.8)**

### **Separate invigilation within the centre**

The Separate Invigilation Policy (Appendix 2) details the criteria Saint Aidan's C od E High School uses to award separate invigilation within the centre.

### **Modified papers**

Modified papers are ordered through AAO.

- Modified papers must be ordered in advance of a specific examination series, no later than the published deadline for the series concerned (AA 6.1)
- Modified papers are individually prepared for candidates for whom other access arrangements are unsuitable. The modification of papers involves additional resources. Therefore centres are required to provide the awarding bodies with early notification that a candidate will require a modified paper. (AA 6.1)
- Modified papers must not be ordered for candidates unless they intend to enter them for the relevant examination series (AA 6.1)
- For the adjustment to be effective, the candidate must have had appropriate opportunities to practise using an awarding body's past modified papers before his/her first examination (AA 6.1)

### **Roles and responsibilities**

When an access arrangement has been processed on-line and approved, the evidence of need (where required) must be made available to a JCQ Centre Inspector upon request. An awarding body may also request evidence of need when considered necessary. This can either be in hard copy paper format or electronically. (AA 4.2.13)

Where access arrangements documentation is stored electronically an e-folder for each individual candidate must be created. The candidate's e-folder must hold each of the required documents for inspection. (AA 4.2.13)

It is the responsibility of the SenCo:

- to collect a candidate's consent (a completed candidate personal data consent form) to record their personal data on-line through AAO
- to submit applications for approval through AAO
- to hold file/e-folder for each candidate containing a copy of the candidate's approved application, appropriate evidence of need (where required) and a signed personal data consent form (AA 8.6)

It is the responsibility of the Exam Officer:

- to order modified papers from Awarding Bodies

## **Appendix 9**

### **Leaving the Examination Room Policy**

#### **Purpose of the policy**

The purpose of this policy is to confirm that candidates leaving the examination room at Saint Aidan's C of E High School is managed in line with JCQ regulations.

#### **This policy confirms:**

- the correct procedures are followed in relation to candidates leaving the examination room
- Saint Aidan's C of E High School reserves the right to exercise discretion whether to allow extra time to compensate candidates for their temporary absence from the examination room

#### **Arrangements for leaving the examination room**

- For examinations that last one hour or more, JCQ states that candidates must stay under centre supervision until 10.00am for a morning examination or 2.30pm for an afternoon examination, i.e. one hour after the awarding body's published starting time for that examination. (ICE 23.1) Saint Aidan's C of E High School will insist candidates stay for the duration of the examination and this will only be relaxed in extenuating circumstances.
- For examinations that last less than one hour, candidates must be supervised and question papers must be kept in secure storage until the published finishing time of the examination. (ICE 23.2)
- Candidates who are allowed to leave the examination room temporarily must be accompanied by a member of centre staff. This must not be the candidate's subject teacher or a subject expert for the examination in question. Those candidates may be allowed extra time at the discretion of the centre to compensate for their temporary absence. (ICE 23.3)
- Candidates who have finished the examination and have been allowed to leave the examination room early must hand in their script, question paper and any other material before they leave the examination room. Those candidates must not be allowed back into the room. (ICE 23.4)
- At the end of the examination, candidates must hand in their script, question paper and any other material before they leave the examination room. (ICE 23.5) The following arrangements are applied at Saint Aidan's C of E High School: Candidates who are allowed to leave the examination room temporarily may be allowed extra time to compensate for their temporary absence. (ICE 23.3)

#### **Roles & Responsibilities**

##### **The role of the exams officer**

- Through training, ensure invigilators are aware how candidates who may be allowed to leave the examination room temporarily should be managed and recorded

## **The role of the invigilator**

- Ensure a candidate who may be allowed to leave the examination room temporarily is accompanied by a member of centre staff who is not the candidate's subject teacher or a subject expert for the examination in question (ICE 23.3)
- Record instances on the exam room incident log of candidates who may be allowed to leave the examination room temporarily because they may be feeling unwell or require a toilet break (ICE 20.2)
- Ensure candidates who have finished the examination and have been allowed to leave the examination room early hand in their script, question paper and any other material before they leave the examination room. Ensure those candidates are not allowed back into the room (ICE 23.4)

At the end of the examination, ensure candidates hand in their script, question paper and any other material before they leave the examination room (ICE 23.5)

### Managing Behaviour Policy

#### **Purpose of the policy**

The purpose of this policy is to confirm that candidate behaviour in the examination room at Saint Aidan's CofE High School is managed in line with JCQ regulations. **Briefing candidates**

To ensure candidates are aware of the standard of behaviour that is required in the examination room, Saint Aidan's Cof E High School will:

- ensure the JCQ **Information for candidates** (coursework, non-examination assessments, on-screen tests, social media and written examinations) is distributed to all candidates whether electronically or in hard copy format prior to assessments and/or examinations taking place (GR 5.8)
- ensure candidates are also made aware of the content of the JCQ **Unauthorised items** and **Warning to candidates** posters (GR 5.8)
- prior to assessments and/or examinations taking place, ensure candidates are briefed on what they must and must not do when sitting written examinations and/or on-screen tests, and when producing coursework and/or non-examination assessments (GR 5.8)

At Saint Aidan's C of E High School candidates mock examinations are conducted under JCQ regulations to familiarise the candidates with the rules and regulations and the expected behaviour and conduct within the exam room.

Exam candidates are provided with a handbook in advance of their external assessment which include the JCQ documentation candidates need to be made aware of. This is followed by a briefing session led by senior leadership.

#### **Candidate malpractice**

- Inappropriate behaviour by a candidate in the examination room is deemed 'candidate malpractice'
- 'Candidate malpractice' means malpractice by a candidate in connection with any examination or assessment (SMPP, Definitions)
- 'Malpractice', means any act, default or practice which is a breach of the Regulations (SMPP, Definitions)
- Failure by a centre to notify, investigate and report to an awarding body all allegations of malpractice or suspected malpractice constitutes malpractice in itself (SMPP, Definitions, Malpractice)
- Suspected malpractice means all alleged or suspected incidents of malpractice (SMPP, Definitions)

#### **Instructions for conducting examinations - Malpractice in the examination room**

The following requirements are applied at Saint Aidan's C of E High School:

- Where a candidate is being disruptive, the invigilator must warn the candidate that he/she may be removed from the examination room. The candidate must also be

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warned that the awarding body will be informed and may decide to penalise them, which could include disqualification (ICE 24.1)

- The head of centre must report to the awarding body immediately all cases of suspected or actual malpractice in connection with the examination (ICE 24.3) Form JCQ/M1 - **Report of suspected candidate malpractice** must be completed (ICE 24.3)
- Where candidates commit malpractice, the awarding body may decide to penalise them, which could include disqualification. Candidates should be warned of the possible penalties an awarding body may apply as detailed in the JCQ publication
- In cases of suspected malpractice, examination scripts must be packed as normal and Form JCQ/M1 must be submitted separately to the relevant awarding body (ICE 24.6)

## Appendix 11

### Special Consideration Policy

#### Introduction

Special consideration is a post-examination adjustment to a candidate's mark or grade. This is to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment. It is applied when the issue or event has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment. (SC 1)

Special consideration can go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in their examinations. It cannot remove the difficulty faced by the candidate. This means that there will be some situations where candidates should not be entered for an examination. This is because only minor adjustments can be made to the mark awarded. To make larger adjustments would jeopardize the standard of the examination. (SC 1)

#### Purpose of the policy

The purpose of this policy is to identify roles and responsibilities within the special consideration process and confirms Saint Aidan's C of E High School will submit an application for special consideration where a candidate meets the published criteria. (GR 5.9)

#### Eligibility for special consideration

- Candidates will be eligible for special consideration if they have been fully prepared and have covered the whole course but performance in the examination, or in the production of coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control (SC 2.1)
- Special consideration must be applied for at the time of the assessment (SC 2)
- Candidates will NOT be eligible for special consideration if preparation for, or performance in the examination is affected by the reasons detailed in the JCQ publication **A guide to the special consideration process** (SC 2.3)

#### Roles and Responsibilities The role of the head of centre

- Be familiar with, refers to and directs relevant centre staff to the annually updated JCQ publication **A guide to the special consideration process** (SC 2.3)
- Ensure where a candidate meets the published criteria, an application for special consideration will be submitted to the relevant awarding body by the exams office/officer

#### The role of the exams officer

- Refer to the criteria detailed in the JCQ publication **A guide to the special consideration process** to determine where a candidate is/is not eligible for special consideration
- Where a candidate meets the published criteria, submit an application for special consideration to the relevant awarding body

#### The role of the senior leader

- Produce signed evidence to support all applications for special consideration (SC 6)

### **The role of other staff**

- Provide any appropriate evidence or information that may be required to determine a candidate's eligibility for special consideration

### **The role of an affected candidate (or parent/carer)**

- Provide any medical or other evidence that may be required to confirm eligibility for special consideration

### **Applying for special consideration**

At Saint Aidan's C of E High School, where a candidate is eligible, special consideration will be applied for at the time of the assessment in accordance with the regulations as detailed in the JCQ publication **A guide to the special consideration process**.

Examples where a candidate/candidates may be eligible for special consideration include:

- A candidate arrives for the examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
- The candidate is kept under centre supervision (from 30 minutes after the published starting time for that examination until they begin it) while appropriate arrangements are put in place for the candidate to take the examination (ICE 7.4)
- Special consideration is applied if this indisposition has had, or is reasonably likely to have had, a material effect on the candidate's ability to demonstrate his or her normal level of attainment in the examination (SC 1)
- Application for an allowance on the last paper taken in a day when a candidate has been entered for three or more examinations timetabled for the same day and the total duration of those papers is more than 5 hours 30 minutes (GCSE examinations) or more than 6 hours (GCE examinations) (SC 3.3) Serious disturbance during the examination (SC 2.1)
- Candidates will not be eligible for special consideration if preparation for, or performance in the examination is affected by a minor disturbance in the examination room caused by another candidate, such as momentary bad behaviour or a mobile phone ringing (SC 2.3)

### **Candidates who are absent from a timetabled component/unit for acceptable reasons**

If a candidate is absent for acceptable reasons, and Saint Aidan's C of E High School can support this, special consideration will be applied for if the examination missed is in the terminal series and the minimum requirements for enhanced grading in cases of acceptable absence can be met. (SC 4)

For unitised examinations taken in an examination series prior to certification, unless there are particular difficulties with the type of assessment, candidates will be re-entered for any missed units at the next assessment opportunity. (SC 4)

### **Other issues**

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in **A guide to the special consideration process** and applied for where eligible. This may include, for example:

- Other certification (SC 5)
- Coursework/non-examination assessment extensions (SC 5)

- Shortfall in work (coursework/non-examination assessment) (SC 5)
- Lost or damaged work (non-examination assessment components) (SC 5)
- Candidates taking an incorrect or defective question paper (SC 5)
- Candidates undertaking the wrong controlled assessment or non-examination assessment assignment (SC 5)

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, Saint Aidan's C of E High School will follow **A guide to special consideration** (section 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

### **Processing applications for special consideration**

#### **The role of the head of centre**

- Ensure all eligible applications are supported by signed evidence produced by a senior leader (SC 6)

#### **The role of the exams office/officer**

- Ensure applications are processed as required by the awarding bodies
- Ensure a candidate/candidates (or a parent/carer) understands that all cases must be dealt with by the centre [SC 6]
- Ensure that special consideration is applied for at the time of the assessment
- Ensure special consideration is not applied for in a cumulative fashion and where a candidate may be affected by different indispositions, ensure special consideration is only applied for the most serious indisposition
- Keep evidence to support all applications on file until after the publication of results and provide the signed evidence produced by a senior leader in support an application where this may be requested by an awarding body (SC 6)
- Meet the awarding body deadline(s) for submitting applications

### **Submitting applications for special consideration**

At Saint Aidan's C of E High School, where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes in **A guide to the special consideration process**.

#### **Timetabled written examinations**

- Applications for individual candidates will be submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration (where the awarding body's secure site accepts applications online)
- A single application to cover all examinations where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason will be submitted
- The paper form 10 **Application for special consideration** will only be completed and submitted to the awarding body where the online system does not accept applications for a particular qualification
- For groups of candidates, applications will be made online where the awarding body's secure system accepts group applications or form 10 will be completed



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- The paper form 14 **Self certification form** (Self certification for candidates who have missed an examination) will only be completed by a candidate where circumstances warrant this and will not be used where the centre knows the candidate was ill

#### **Internally assessed work**

- Where appropriate, applications will be made online where the awarding body's secure system accepts them or form 10 will be completed and submitted to the awarding body
- Where a short extension to a deadline is being requested, the awarding body will be contacted directly
- Where an application relates to a shortfall in work, this will be submitted online or by completing form 10, dependent on the awarding body

#### **Post-assessment adjustments - vocational qualifications**

- Where relevant and eligible, form 10 or form VQ/SC **Application for special consideration Vocational qualifications** will be completed and submitted to the awarding body

#### **Late applications**

If, after the publication of results for a particular examination series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a senior leader is able to produce evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

**This policy is reviewed and updated annually to ensure that the special consideration process at Saint Aidan's C of E High School is managed in accordance with current requirements and regulations.**

**References in this policy to GR, SC and ICE refer to the JCQ publications General Regulations for Approved Centres, A guide to the special consideration process and Instructions for conducting examinations**

**Internal Appeals Procedure****1. Appeals against internally assessment decisions (centre assessed marks)**

This procedure confirms Saint Aidan's C of E High School's compliance with JCQ's General Regulations for Approved Centres, section 5.7 that the centre agrees to "have in place and be available for inspection purposes, a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks. A candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

Certain components of GCSE (and GCSE non-examination assessments) and other qualifications that contribute to the final grade of the qualification are internally assessed (marked) by the centre. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Saint Aidan's is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.

Saint Aidan's ensures that all centre staff follow a robust Non-examination assessment policy (for the management of GCSE non-examination assessments). This policy details all procedures relating to nonexamination assessments, including the marking and quality assurance processes which relevant teaching staff are required to follow.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Saint Aidan's is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.

On being informed of their centre assessed marks, if a candidate believes that the above procedures were not followed in relation to the marking of his/her work, or that the assessor has not properly applied the mark scheme to his/her marking, then he/she may make use of the appeals procedure below to consider whether to request a review of the centre's marking.

Saint Aidan's CofE High School will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.
- having received a request for copies of materials, promptly make them available to the candidate.
- provide candidates with sufficient time in order to allow them to review copies of materials, reach a decision and make a request.
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests for reviews of marking must be made in writing

- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- ensure the candidate is informed in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the head of centre. A written record will be kept and made available to the awarding body upon request.

The moderation process carried out by the awarding bodies may result in a mark change either upwards or downwards, even after an internal review. The internal review process is in place to ensure consistency of marking within the centre, whereas moderation by the awarding body ensures that centre marking is in line with national standards. The mark submitted to the awarding body is subject to change and should therefore be considered provisional.

## **2. Appeals against centre's decision not to support an clerical check, a review of marking, a review of moderation or an appeal**

This procedure confirms Saint Aidan's C of E High Schools compliance with JCQ's General Regulations for Approved Centres, section 5.13 that the centre has in place "a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal..."

Following the issue of results, awarding bodies make post-results services available. Full details of these services, internal deadlines for requesting a service and fees charged are provided by the exams officer.

Candidates are also informed of the arrangements for post-results services before they sit any exams.

If the centre or a candidate (or his/her parent/carer) has a concern and believes a result may not be accurate, a review of the result may be requested.

Reviews of Results (RoRs) offers three services.

Service 1 – clerical re-check

Service 2 – review of marking

Service 3 – review of moderation (this service is not available to an individual candidate)

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for an RoR service 1 or 2 is submitted to the awarding body as with these services candidates' marks and subject grades may be lowered. Candidate consent can only be collected **after** the publication of results.

If a concern is raised about a particular examination result, the exams officer, teaching staff and head of centre will investigate the feasibility of requesting a review at the centre's expense.

Where the centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review, an internal appeal can be submitted to the centre using the internal appeals form at least one week prior to the internal deadline for submitting a RoR.

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### **3. Appeals following the outcome of an enquiry about results**

Where the head of centre remains dissatisfied after receiving the outcome of a RoR, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-results services and JCQ Appeals Booklet.

Where the head of centre is satisfied after receiving the RoR outcome, but the candidate and/or their parent/carer believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ Appeals Booklet. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form (attached below) should be completed and submitted to the centre within 10 calendar days of the notification of the outcome of the RoR. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

#### 4. Internal Appeals Form

For Centre Use Only	
Date received	
Reference No.	

Please tick the box to indicate the nature of your appeal and complete the white boxes on the form below.

☐

Appeal against an internal assessment decision and or a request for review of marking

☐

Appeal against a centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal

Name of appellant		Candidate Name (If different to appellant)	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below:

(If applicable, tick below)

☐

Where my appeal is against an internal assessment decision I wish to request a review of the centre's marking

Appellant Signature:

Date of Signature:

This form must be signed, dated and returned to the exams officer on behalf of the head of centre to the timescale indicated in the relevant appeals procedure.

## **5. Further guidance to inform and implement appeals procedures**

JCQ Publications

General Regulations for Approved Centres

<https://www.jcq.org.uk/exams-office/general-regulations>

Post-Results Services

<https://www.jcq.org.uk/exams-office/post-results-services>

JCQ Appeals Booklet

<https://www.jcq.org.uk/exams-office/appeals>

Notice to Centres - Reviews of marking (centre assessed marks)

<https://www.jcq.org.uk/exams-office/controlled-assessments>

<https://www.jcq.org.uk/exams-office/coursework>

<https://www.jcq.org.uk/exams-office/non-examination-assessments>

Ofqual Publications

GCSE (9 to 1) qualification-level conditions and requirements

<https://www.gov.uk/government/publications/gcse-9-to-1-qualification-level-conditions>