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Prospect
School

Examinations Policy

2018-19

Staff Responsible	Headteacher/Examinations Manager
Date Approved	Pending approval

Key staff involved in the exams policy

Role	Name(s)
Head of Centre	Mr D Littlemore (Head)
Exams officer line manager (Senior Leader)	Mrs S McCavish (Assistant Head)
Exams officer	Mr D Skellern
Assistant Exams Officer	Mr R Jenkins
SENCo	Mr J Birk
SLT member(s)	Ms M Morris (Deputy Head)
	Mr N Beard (Assistant Head)
	Mr G Edwards (Assistant Head)
	Mr M Priddey (Assistant Head)

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Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- ▶ all aspects of the centre's exam process are documented, including the exams contingency plan and other relevant exams-related policies, procedures and plans
- ▶ 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.

After ratification by the Assessment Advisory Group, this policy will be published on the school's website and brought to the attention of all those identified with roles and responsibilities within the policy.

Roles and responsibilities overview

Head of centre

- ▶ Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - [General regulations for approved centres](#) (GR)
 - [Instructions for conducting examinations](#) (ICE)
 - [Access Arrangements and Reasonable Adjustments](#) (AA)
 - [Suspected Malpractice in Examinations and Assessments](#) (SMEA)
 - [Instructions for conducting non-examination assessments](#) (NEA) (and the instructions for conducting coursework)
- ▶ 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
- ▶ Takes responsibility for responding to the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by

OCR) by the end of October each year, confirming they are both aware of and adhering to the latest version of the JCQ regulations and signs, and returns the head of centre's declaration, which is then kept on file for inspection purposes.

Head of centre declaration

The 2018/19 declaration is located in the Inspection Folder, which is held in the JCQ Inspection Material drawer in the Exams Office.

- ▶ Ensures the exams officer (EO) receives appropriate support from relevant centre staff and enables the EO to attend appropriate training and other events in order to facilitate the effective delivery of exams and assessments within the centre (for example, EO networking events and relevant events offered by awarding bodies, MIS providers and other external providers)
- ▶ Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENCo)
- ▶ Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ▶ Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- ▶ Ensures *“that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates’ preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test...”*
- ▶ Ensures confidentiality and security within the examination process are compliant with and managed according to JCQ and awarding body regulations, guidance and instructions including:
 - the location of the centre's secure storage facility in a secure room solely assigned to examinations for the purpose of administering secure examination materials
 - appropriate arrangements are in place to ensure that confidential materials are only delivered to authorised members of centre staff
 - access to the secure room and secure storage facility is restricted to the authorised 2-4 keyholders
 - 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
- ▶ Takes all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during the course of and after examinations have taken place

- ▶ Ensures irregularities are investigated and immediately informs the awarding bodies of any cases of alleged, suspected or actual incidents of malpractice, involving a candidate or a member of staff
- ▶ Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allow the head of centre to act immediately in the event of an emergency or staff absence)

Exam contingency plan

The Exam Contingency Plan is included at Appendix A of this document.

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

Internal appeals procedures

The Internal Appeals Policy is included at Appendix B of this document.

- ▶ Ensures the centre's disability 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

Exams Disability policy

The Exams Disability Policy is included at Appendix C of this document.

- ▶ 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

Complaints and appeals procedure

The Complaints and Appeals Procedure is included at Appendix H of this document.

- ▶ Ensures the centre has a child protection/safeguarding policy in place, including Disclosure and Barring Service (DBS) clearance, which satisfies current legislative requirements

Child protection/safeguarding policy

The Child protection/safeguarding policy may be found at

<T:\Forms & Policies\STUDENT POLICIES\Safeguarding & Child Protection\Safeguarding Policy - final - September 2018.doc>

- ▶ Ensures the centre has a data protection policy in place that complies with General Data Protection Regulation and Data Protection Act 2018 regulations

Data protection policy

The Data Protection Policy may be found at

[T:\Forms & Policies\STAFF POLICIES\Data & Information & Security\Data Protection Policy \(GDPR Compliant\) 2018.doc](T:\Forms & Policies\STAFF POLICIES\Data & Information & Security\Data Protection Policy (GDPR Compliant) 2018.doc)

- ▶ Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments

Access arrangements policy

The Access Arrangements Policy is included at Appendix D of this document.

- ▶ Ensures staff are only entered for qualifications through the centre as a last resort where the member of centre staff is unable to find another centre
- ▶ Ensures the relevant awarding bodies are informed of any declaration/conflict of interest where a candidate is being taught, prepared, entered or sitting exams where a relevant member of centre staff has a personal connection to the candidate
- ▶ 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

Exams officer

- ▶ Understands the contents of annually updated JCQ publications including:
[General regulations for approved centres](#)
[Instructions for conducting examinations](#)
[Suspected Malpractice in Examinations and Assessments](#)
[Post-results services](#) (PRS)
- ▶ 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

- ▶ Recruits, trains and deploys a team of external invigilators; appoints lead invigilators, as required, and keeps a record of the content of training provided to invigilators for the required period
- ▶ Supports the head of centre in ensuring that awarding bodies are informed of any declaration/conflict of interest involving candidates and relevant members of centre staff 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

Senior leaders (SLT)

- ▶ Are familiar with the contents of, 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 in Examinations and Assessments](#)
 - [Instructions for conducting non-examination assessments](#) (and the instructions for conducting coursework)

Special educational needs co-ordinator (SENCo)

- ▶ Is familiar with 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')
- ▶ Presents, when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Head of department (HoD)

- ▶ Ensures 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
- ▶ Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- ▶ Ensures 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 training, 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.

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 are grouped into the following stages:

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

This policy identifies roles and responsibilities of centre staff within this cycle.

Planning: roles and responsibilities

Information sharing

Head of centre

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

Exams officer

- ▶ Signposts relevant centre staff to JCQ publications and awarding body documentation relating to the exams process that has 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 Year 11 PPE 1 & 2, Year 13 PPE 1 & 2, Year 10 and Year 12 PPEs.

Head of department

- ▶ Responds (or ensures teaching staff respond) to requests from the EO on information gathering
- ▶ Meets the internal deadline for the return of information
- ▶ Informs 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
- ▶ Notes 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 not only to check the qualification(s) of the appointed assessor(s) but also to ensure 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 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 **data protection notices** from candidates where required
- ▶ 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 relevant paperwork and evidence on file for JCQ inspection purposes
- ▶ 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
- ▶ Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments

Word processor policy (exams)

The Word Processor Policy (Exams) is included at Appendix E of this document.

- ▶ 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

Separate invigilation within the centre

The Separate Invigilation Policy is included within the Access Arrangements Policy at Appendix D of this document.

Senior Leaders, Head of department, Teaching staff

- ▶ Support the SENCo in determining and implementing appropriate access arrangements

Internal assessment and endorsements

Head of centre

- ▶ 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** is in place for GCE and GCSE qualifications which include components of non-examination assessment

Non-examination assessment policy

The Non Examination Assessment Policy is included at Appendix F of this document.

- ▶ 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
- ▶ Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of department

- ▶ Ensures teaching staff delivering legacy GCE unitised AS and A-level qualifications (which include elements of coursework) and Entry Level or Project qualifications follow JCQ [Instructions for conducting coursework](#) and the specification provided by the awarding body
- ▶ Ensures teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ [Instructions for conducting non-examination assessments](#) and the specification provided by the awarding body
- ▶ For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- ▶ Ensures 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 assessments 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 or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible
- ▶ 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

Exams officer

- ▶ 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
- ▶ Provides a training event for new invigilators on the instructions for conducting exams and an annual update event for the existing invigilation team so that they are aware of any changes.
- ▶ 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 that 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

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

Estimated entries collection and submission procedure

The EO emails each HoD with details of last year's entry codes for the department and requests it be returned with additions, deletions and amendments. On receipt of estimates from HoDs, the EO updates the entries spreadsheet for the current year and submits required estimates via websites.

- ▶ Makes 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

Head of department

- ▶ Provides information requested by the EO to the internal deadline
- ▶ Informs the EO immediately of any subsequent changes to information

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 or incorrect reducing the potential for late or other penalty fees being charged by awarding bodies

Final entries collection and submission procedure

Where possible, the EO extracts predictable entry lists from SIMS Exams Organiser and prints them for HoDs to sign off. For other subjects, the EO requests entry lists from HoDs, enters them in Exams Organiser and prints

them for HoDs to sign off. Amendments are actioned by the EO on receipt of an annotated entry list or email. The EO uses a checklist to ensure all entries are submitted and checks exam board websites to ensure they have been received and processed.

Head of department

- ▶ Provides information requested by the EO to the internal deadline
- ▶ Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - amendments to existing entries
 - withdrawals of existing entries
- ▶ Checks final entry submission information provided by the EO and confirms information is correct

Entry fees

All entry fees for authorised entries are met from the exams budget. In the unusual event that a candidate requests an entry that is not authorised by the centre, the candidate is required to pay the full cost of the entry.

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 the exams budget

Head of department

- ▶ Minimises 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

Re-sit entries, if authorised by the HoD, are paid for from the exams budget.

Private candidates

The centre does not accept private candidates

Transfer of GCE AS credit

Exams officer

- ▶ Provides information to relevant centre staff/candidates on transferring credit for a GCE AS award between specifications and/or awarding bodies
- ▶ Meets the awarding body deadline for requesting transfer of credit

Teaching staff

- ▶ Identify any affected candidates to the EO prior to the internal deadline set by the EO

Candidate statements of entry

Exams officer

- ▶ Provides candidates with statements of entry for checking

Tutors

- ▶ Ensure candidates check statements of entry and notify the EO of any discrepancies

Candidates

- ▶ Notify the EO of any discrepancies

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 rules 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 local disruption to exams
- ▶ Prior to exams, issues relevant JCQ information for candidates documents
- ▶ Where relevant, issues relevant awarding body information to candidates
- ▶ Provides an exams assembly for candidates and requires candidates to sign an Exams Contract
- ▶ 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
 - wrist watches in exam rooms
 - when and how results will be issued and the staff that will be available
 - the post-results services and how the centre deals with requests from candidates
 - when and how certificates will be issued

Access to scripts, reviews of results and appeals procedures

Post-results Services

In advance of the summer vacation, the Examinations Manager will publish to HoDs a *Guide to Post-Results Services*, containing advice, deadlines and costs. It will also provide the form for requesting these services.

Reviews of Results (RoR)

Every RoR request must be supported by a candidate consent form (or email that clarifies that the candidate is aware that the grade may fall) and must be requested by the relevant HoD and authorised by a member of Senior Leadership.

Priority KS5 RoR requests must be authorised by Head of Sixth Form, Deputy Head (Curriculum), or Head of Centre. KS4 RoRs and non-priority KS5 RoRs must be authorised by Deputy Head (Curriculum).

RoRs should comply with the policy agreed by HoDs in respect of:

- the gap between grade boundary and UMS achieved
- the existing and aspirational grade

Unauthorised requests for RoRs will be accepted from candidates when accompanied by the relevant fee and written consent.

Access to Scripts (ATS)

Every ATS request must be supported by a candidate consent form or email (the requirement for anonymity will be assumed) and must be

requested by the relevant HoD and authorised by a member of Senior Leadership.

Priority KS5 ATS requests must be authorised by Head of Sixth Form, Deputy Head (Curriculum), or Head of Centre. KS4 ATs and non-priority KS5 ATs must be authorised by Deputy Head (Curriculum).

Appeals Process

If a candidate wishes to appeal against the School's decision not to support a request for a RoR or copy of a script, the candidate may submit an appeal against the decision. Appeals must: be made in writing; state the grounds for the appeal; and be addressed to the Head Teacher. The appeal must be received by the Head Teacher at least five working days before the deadline for the denied service. The Head Teacher and a Deputy Head will meet and will inform the appellant of the outcome within three working days. If the appeal is upheld, the School will submit and pay for the RoR. If the appeal is turned down, the candidate is entitled to request the RoR or script copy and the School will submit the request subject to the deadline being met, written consent given and the relevant fee paid.

Estimated grades

Head of department

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

Exams officer

- ▶ Submits estimated grade information to awarding bodies to meet the external deadline (where, unusually, 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 results

SENCo

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

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

Head of department

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

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 following appointment and updates experienced invigilators annually
- ▶ 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
- ▶ Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates

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

JCQ inspection visit

Exams officer or Senior leader

- ▶ Will accompany the Inspector throughout the 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

Seating and identifying candidates in exam rooms

Exams officer

- ▶ Ensures a procedure is in place to verify candidate identity

Verifying candidate identity procedure

Prior to the exam, the invigilator(s) will place on each occupied desk a card carrying the name, date of birth, candidate number and photograph (if available) of the candidate.

As soon as practicable the invigilator(s) will annotate the seating plan to confirm the identity of those present and to mark those absent.

Members of SLT will be present to check the identity of candidates for whom a photograph is not available.

- ▶ Ensures invigilators and SLT are aware of the procedure
- ▶ 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)

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

- ▶ 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 placed in the secure storage facility
- ▶ Ensures the secure storage facility contains only current and live confidential material (including live confidential exam stationery provided by the awarding body for the use of candidates in their assessment)

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 placing in 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 in rare and exceptional circumstances and as a last resort)
- ▶ Identifies exam rooms and specialist equipment requirements
- ▶ 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 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

Centre consortium arrangements

Exams officer

- ▶ Processes applications for *Centre Consortium arrangements* through CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Head of department

- ▶ Informs the EO of any joint teaching arrangements in place and where the centre is acting as the consortium co-ordinator

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)
- ▶ Informs the candidate of the arrangements that have been made for their transferred candidate arrangements

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
- ▶ Arranges invigilation
- ▶ Supports the SENCo in making appropriate arrangements for access arrangement candidates

SENCo

- ▶ Liaises with the EO to make appropriate arrangements for access arrangement candidates

Head of department

- ▶ Provides exam papers and materials to the EO

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

Candidate absence policy

Absence is identified by the Pastoral Secretary during the morning registration process and in the exam rooms. The Pastoral Secretary telephones the candidate's parent/carer to ascertain the reason for absence and to encourage attendance where appropriate. In the case of persistent absentees, the Head of Year will contact the parent/carer.

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

Candidates

- ▶ Are not re-charged relevant entry fees for unauthorised absence from exams

Candidate late arrival

Exams officer

- ▶ Ensures that candidates who arrive very late for an exam are reported to the awarding body through CAP to timescale
- ▶ Warns candidates that their work may not be accepted by the awarding body
- ▶ Informs invigilators of the policy/process for dealing with late/very late arrival candidates through training

Invigilators

- ▶ Ensure that relevant information is recorded on the exam room record form

Candidate late arrival policy

In the event of a candidate arriving after the start of an examination, he or she may be allowed to sit the examination, either in the planned accommodation or elsewhere, but this is entirely at the discretion of the (Senior) Invigilator and/or the EO, who will take into account:

- the level of lateness
- previous late arrivals by the same candidate
- accommodation and invigilation availability

The (Senior) Invigilator will make an entry on the Exam Room Record Form. The late arrival will be brought to the attention of the relevant Head of Year, who will decide what action to take.

When a candidate arrives very late for an external examination, the candidate will be held back at the conclusion of the examination and the (Senior) Invigilator or EO will follow JCQ procedures.

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

Dispatch of exam scripts

Exams officer

- ▶ Identifies and confirms arrangements for the dispatch of candidate exam scripts with the DfE 'yellow label service' or the awarding body where qualifications sit outside the scope of the service
- ▶ 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 prior to question paper packets being opened that another member of staff or an invigilator checks day, date, time, subject, unit/component (and tier of entry, if appropriate) immediately before a question paper packet is opened
- ▶ 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 and after all candidates in the centre have completed the exam

Exam rooms

Head of centre

- ▶ Ensures that, once papers for a public exam are in an exam room, that room shall be used for no other purpose than to conduct the public exam(s) until the exam is completed and all exam papers have been removed from the exam room
- ▶ Ensures only authorised centre staff are present in exam rooms
- ▶ Ensures the centre's policy relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

Food and drink in exam rooms

Candidates may bring only water into the examination room for both public and internal exams. The School will provide water only for use in emergencies. If an invigilator supplies water to a candidate, it will be noted and reported to the Head of Year.

Exams officer

- ▶ Ensures exam rooms are set up 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
- ▶ Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- ▶ Provides authorised exam materials which candidates are not expected to provide themselves
- ▶ Ensures invigilators and candidates are aware of the emergency evacuation and lockdown 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 and lockdown procedures for exam rooms are 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**

The Emergency Evacuation Policy is included at Appendix I of this document.

Lockdown Policy

The Lockdown Policy is included at Appendix J of this document.

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 as instructed in training/update events and briefing sessions

Candidates

- ▶ Are required to remain in the exam room for the full duration of the exam, except on the direction of the Head of Centre or Deputy Head (Curriculum).

Irregularities/Malpractice

Arrangements for unauthorised materials taken into the exam room

Candidates must place all unauthorised materials in their bags and place these as directed by the invigilator. All mobile phones and other electronic equipment must be set to silent. Candidates are allowed to retain their wrist watches, but they must be removed and placed on the desk for the duration of the exam. An invigilator may remove from the desk any wrist watch that they suspect to be a smart watch. Any unauthorised material found in the possession of a candidate during an exam will be removed and will be returned to the candidate only when collected in person by the candidate's parent or carer, who will be notified of the malpractice.

Managing behaviour

Staff will monitor and record the behaviour of candidates during all exam series and identify any whose behaviour is a concern. Where appropriate, candidates may be allocated to separate rooms, possibly invigilated by members of SLT, in order to prevent disruption to other candidates.

Toilet visits

There is an expectation that candidates will not require the toilet unless a medical problem has been reported by a parent or carer. If a candidate needs to visit the toilet, it will be noted and reported to the Head of Year.

Providing equipment

Candidates are expected to bring all the equipment they need to every exam. If the invigilator provides equipment, it will be noted and reported to the Head of Year.

Dress standards

Candidates must conform to normal school uniform policies. For public exams, candidates must wear neither hoods nor outdoor coats, unless they are given permission by a member of SLT.

Head of centre

- ▶ Ensures any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after 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 record form 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

- ▶ Are informed of the arrangements through training

- ▶ Record any incidents or irregularities on the exam room record form (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the exam room, emergency evacuation)

Special consideration

Exams officer

- ▶ Processes appropriate requests 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

It is the responsibility of the relevant Head of Year to inform the Exams Officer of any candidates who may merit an application for Special Consideration.

The Exams Officer will also consider a request for Special Consideration from a teacher, candidate or parent/carer.

All requests for Special Consideration must be authorised by the relevant Head of Year and/or be supported by relevant documentary evidence.

All requests for Special Consideration must be submitted to the Exams Officer with supporting evidence within five days of the end of the exams series.

Candidates

- ▶ Provide appropriate evidence to support special consideration requests, where required

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

Results and post-results: roles and responsibilities

Internal assessment

Head of department

- ▶ Ensures teaching staff keep secure candidates' work, whether part of the moderation sample or not, for the required period stated by JCQ and awarding bodies

- ▶ Ensures work is returned to candidates 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 roles
- ▶ Ensure senior members of staff are accessible to candidates 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 ensure 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

Results day programme

GCE

By default the GCE Results Day Publication event will begin at 08:00 for A2 candidates and at 09:00 for AS candidates. It will conclude at 10:00.

GCSE

By default the GCSE Results Day Publication event will begin at 08:00 and conclude at 10:00.

The Exams Officer will arrange and publicise, via the summer issue of the *Exams Booklet for Students and Parents*, separate Results Day publication events for GCE and GCSE to coincide with the official Release of Results Days stipulated by the JCQ. These events will be open to candidates in years 11 – 13. Candidates will be required to collect their result slips in person or they may nominate a representative, who must produce the letter of nomination, show photo ID and sign the log.

Uncollected result slips will be posted later that day by first class mail.

Results of external examinations held in November, January or March will be issued via tutors.

The Head of Centre will advise in advance all staff involved in results publication regarding those individuals and organisations to which examination result information may be disclosed; when it may be disclosed; by whom it will be disclosed; and by what medium it will be disclosed.

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

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 check, a review of result, a review of moderation or an appeal
- ▶ Understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised

Exams officer

- ▶ Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about 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 collect candidate-informed consent (**after** the publication of results)
- ▶ Submits requests to awarding bodies to meet the external deadline
- ▶ Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- ▶ Updates centre results information, issues new statements of results, where applicable

Teaching staff

- ▶ Meet internal deadlines to request the services and gain relevant candidate-informed consent

Candidates

- ▶ Meet internal deadlines to request the services
- ▶ Provide informed consent

Analysis of results

Data Manager

- ▶ Provides analysis of results to appropriate centre staff
- ▶ Provides results information to external organisations where required
- ▶ Undertakes the *secondary school and college (key stage 4/16-18) performance tables September checking exercise*

Certificates

Certificates are provided to centres by awarding bodies after results have been confirmed.

Issue of certificates procedure

When all certificates have arrived at the centre, candidates will be advised that they are available for collection from reception during normal school hours, subject to photographic identification being shown and a signature being provided.

The candidate may nominate someone to collect the certificates on their behalf, in which case the nominee must provide the written nomination, show their own photographic identification and provide a signature.

The School will undertake to return for correction any certificates that contain an error, for example in the candidate's name, and to bear the cost of correction.

If the candidate changes his or her name during their time at the School, they may receive certificates bearing their old name or some bearing one name and some their new name. In such cases, the School undertakes to enter candidates for examinations using their current legal name and it is the candidate's responsibility to request and pay for certificates bearing their chosen name.

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

Retention of certificates policy

Uncollected certificates will be retained by the Exams Officer for as long as possible, but for at least twelve months, and will be posted to a candidate only: on request; within the United Kingdom; when collection in person is not feasible; and by signed-for delivery.

Exams process improvement: roles and responsibilities

Exams officer

- ▶ Provides the Assessment Advisory Group (AAG)/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

AAG

- ▶ Is constituted of key roles within the centre
- ▶ Meets several times each year
- ▶ Works with the Exams Officer 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

Exams Information Retention Policy

The Exams Information Retention Policy is included at Appendix G of this document.

Appendix A - Exam Contingency Plan

Purpose of the plan

This plan examines potential risks and issues that could cause disruption to the exams process at Prospect School and, 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.

Alongside internal processes, this plan is informed by the *Exam system contingency plan: England, Wales and Northern Ireland*.

This plan also confirms Prospect School is compliant with the JCQ regulation (section 5.3, *General Regulations for Approved Centres 2018-2019*) that the centre *has 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.*

Possible causes of disruption to the exam process

1. Exam officer extended absence at key points in the exam process (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 the post-results services*

Centre actions to mitigate the impact of the disruption

- ▶ The Assistant Exams Officer works closely with the Exams Officer and is also able to provide backup throughout the cycle.

2. SENCo extended absence at key points in the 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

- ▶ Staff cover for each other where possible and in cases where that is not possible the testing for access arrangements task is outsourced to an external provider.

3. Teaching staff extended absence at key points in the 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 to mitigate the impact of the disruption

- ▶ The heads of department are responsible for these tasks. In the event of the extended absence of any head of department a member of SLT or other head of department will be given responsibility for these tasks. The Exams Officer will prompt any acting head of department at key times.

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 to mitigate the impact of the disruption

- ▶ The Exams Officer will regularly request invigilator availability; recruit new invigilators early in the year; identify shortages for particular exam sessions; fill gaps by using cover staff and/or support staff as appropriate.

5. Exam rooms - lack of appropriate rooms or main venues 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 to mitigate the impact of the disruption

- ▶ Exams Officer will identify suitable rooms early in the year and obtain SLT agreement to use them.
- ▶ Exams Officer issues detailed daily plans three days before each exam day.
- ▶ Exams Officer and Head of Centre will meet to identify extent of unexpected problem, implement the best alternative plan, and direct other staff as necessary. Lower School Hall and gym are backups for sports hall.
- ▶ Hold students under supervision (probably in canteen) from the relevant time until alternative arrangements are in place.
- ▶ If neither main venue is available, identify a whole block of classrooms in either A, B, C or L block and relocate planned lessons elsewhere.
- ▶ If the Lower School Hall is unavailable, use the sports hall. If the sports hall is unavailable use the lower school hall, supplemented by large spaces such as gym, ELC, L22, sixth form common room, D28, B1, B2, A2.
- ▶ Enlist extra invigilators from cover and support staff

6. Failure of IT systems

Criteria for implementation of the plan

MIS system failure at final entry deadline

MIS system failure during exams preparation

MIS system failure at results release time

Centre actions to mitigate the impact of the disruption

- ▶ Exams Manager to encourage early entry and submit entries in advance of the deadline to avoid the first risk.
- ▶ Exams Manager to create seating and invigilation plans at least three weeks in advance of each exam
- ▶ Import A2C files into spreadsheets and load to SISRA. Print individual results direct from screen.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan

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

Centre actions to mitigate the impact of the disruption

- ▶ Contact awarding organisation(s) immediately to discuss action to be taken
- ▶ Consider applying for special consideration

8. Disruption of teaching time - 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 to mitigate the impact of the disruption

- ▶ Approach local schools to identify resources that can be made available, focusing on students approaching exams

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 to mitigate the impact of the disruption

- ▶ Transport problems/civil unrest/terrorist threat are foreseen to be the likely reasons.
- ▶ Exams Manager and Head of Centre will meet to identify nature and extent of problem.
- ▶ Exams Manager to contact awarding organisation(s) to seek advice.
- ▶ Consider applying for special consideration

10. Centre unable to open as normal during the exams 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 to mitigate the impact of the disruption

- ▶ Invoke plan for reciprocal arrangement with Blessed Hugh Faringdon School (see below)
- ▶ Consider applying 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 to mitigate the impact of the disruption

- ▶ Exams Manager to log all papers received against requirements and contact awarding organisations early in case of shortages
- ▶ Follow awarding organisation advice and instructions
- ▶ Download and print papers in school, ensuring that candidates are held under supervision if this causes delay to start of an exam
- ▶ Consider applying for special consideration

12. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions to mitigate the impact of the disruption

- ▶ Store completed scripts for as long as necessary in the secure facility
- ▶ Follow awarding organisation advice and instructions
- ▶ Take packaged scripts to local post office if required

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

Centre actions to mitigate the impact of the disruption

- ▶ Damage or destruction at the centre is foreseen to result from fire, flood or building collapse.
- ▶ Follow awarding organisation advice and instructions
- ▶ When safe to do so, attempt to salvage surviving scripts

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)

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 to mitigate the impact of the disruption

- ▶ Invoke plan for reciprocal arrangement with Blessed Hugh Faringdon School (see below)

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 as part of your emergency planning and make sure your staff are aware of these plans.

When drafting contingency plans, you should consider the following guidance...

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

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

1. Contact the relevant awarding organisation and follow its instructions.
2. Take advice, or follow instructions, from relevant local or national agencies in deciding whether your centre is able to open.
3. 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.
4. Where accommodation is limited, prioritise students whose progression will be severely delayed if they do not take their exam or timetabled assessment when planned.
5. In the event of an evacuation during an examination please refer to JCQ's '[Centre emergency evacuation procedure](#)'.
6. Communicate with parents, carers and students any changes to the exam or assessment timetable or to the venue.
7. Communicate with any external assessors or relevant third parties regarding any changes to the exam or assessment timetable.

3.3 After the exam

1. 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.
2. Advise students, where appropriate, of the opportunities to take their exam or assessment at a later date.
3. Ensure that scripts are stored under secure conditions.
4. 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

1. Take all reasonable steps to mitigate any adverse effect, in relation to their qualifications, arising from any disruption.
2. Provide effective guidance to any of their centres delivering qualifications.
3. 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).

4. Promptly notify the relevant regulators about any event which could have an adverse effect on students, standards or public confidence.
5. 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.

5. If any students miss an exam or are disadvantaged by the disruption

If some of the students have been adversely affected by the disruption, you should ask 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](#)

6. 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.

7. Widespread national disruption

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 exam timetables.

[Ofqual guidance extract 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*, (updated 23 January 2018) <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>]

JCQ

15.1 The qualification regulators, JCQ and government departments responsible for education have prepared and agreed information for schools and colleges in the event of examinations being seriously disrupted. This jointly agreed information will ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

Further information may be found at:

<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](https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted)

15.2 In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

15.3 Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

15.4 In the event that the head of centre decides the centre cannot be opened for scheduled examinations, the relevant awarding body must be informed as soon as possible. Awarding bodies will be able to offer advice regarding the alternative arrangements for conducting examinations that may be available and the options for candidates who have not been able to take scheduled examinations.

15.5 The awarding bodies have designated **Wednesday 26 June 2019** as a 'contingency day' for examinations. This is consistent with the qualification regulators' document Exam system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/examsystem-contingency-plan-england-wales-and-northern-ireland>

The designation of a 'contingency day' within the common examination timetable is in the event of national or local disruption to examinations. It is part of the awarding bodies' standard contingency planning for examinations.

Centres must therefore remind candidates that they must remain available until Wednesday 26 June 2019 should an awarding body need to invoke its contingency plan.

[JCQ guidance taken directly from JCQ *Instructions for Conducting Examinations 2018-2019* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>, section 15, **Contingency planning**]

General Regulations for Approved Centres <http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on *Alternative Site* arrangements and *Transferred Candidate* arrangements
Accessed through secure login to the Centre Admin Portal (CAP) or through the JCQ training site <http://jqc.training.jcq.org.uk/CAP/Home/Training>

Instructions for Conducting Examinations <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>

A guide to the special consideration process <http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance>

GOV.UK

Emergency planning and response: Severe weather; Exam disruption
<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Teaching time lost due to severe weather conditions
<https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions>

Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
<https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service>

Statutory guidance on school closures

<https://www.gov.uk/government/publications/school-organisation-maintained-schools>

Contingency Plan
Local Agreement Between
Blessed Hugh Faringdon Catholic School and Prospect School

JCQ Scenario 5 – Centre is unable to open as normal during the examination period.

Each school will operate as a backup centre for the partner school accommodating the partner school's candidates by using the backup school's exam hall in a 'relay' situation after the backup school's candidates have sat their papers. Whilst the partner school's candidates wait to take their exam, they will be supervised under controlled conditions subject to exam board approval from the irregularities department should a situation arise.

Issue	Action
Communication with parents, students, invigilators and staff	Each school to use their own websites, email and group call or equivalent systems.
Candidate supervision	<p>From the scheduled start time of the exam, candidates must be fully supervised and denied contact with the outside world, including no access to mobile phones, smartwatches or the internet.</p> <p>BHF: Students will be supervised in the Main Hall.</p> <p>Prospect: Students will be supervised in the Lower School Hall or, if that is in use, the Gymnasium.</p>
Communication with exam board(s)	<p>The contingency plan requires the partner school to immediately contact the exam board(s) to advise them of our problem and seek advice and assistance. If approval is granted, this local agreement is rolled out.</p> <p>BHF: The EO will rely on remote access to the school's computer system to provide all key information.</p> <p>Prospect: The EO will keep a USB drive on his person, to contain key information such as: JCQ Alternative Site Form, email addresses, phone numbers, this plan, exam timetable, access arrangements list, candidate contact details, etc.</p>

Issue	Action
Management accommodation	<p>The back-up school will have a single, suitably sized, designated office for use by the exams team from the partner school.</p> <p>BHF: The small meeting room.</p> <p>Prospect: Avon Meeting Room</p>
Key staff	<p>Key staff required to report to the backup school are:</p> <p>BHF: Deputy Head, Head of Year 11, Head of 6th Form, EO, Asst EO, SENCo, TAs and Subject leaders where available, invigilators.</p> <p>Prospect: HoC, Head of Year 11, Asst Head Teacher, Head of 6th Form, EO, Asst EO, Data Manager, SENCo, TAs, invigilators.</p> <p>Some teaching staff will be required to supervise students.</p>
IT	<p>Back-up school will provide Wifi passwords so partner school can gain remote access to their applications and Exam Board Websites. The back-up school will make available laptops/ or room with PCs suitable for use for students with access arrangements.</p> <p>BHF: will use remote access.</p> <p>Prospect: will use remote access if available.</p>
Papers	<p>On request, the exam board(s) will email a copy of the paper(s). The backup school will close its reprographics department to internal work and focus entirely on producing sufficient copies of each paper.</p>
Seating plans	<p>While exam papers are being produced, the management team will obtain entry lists from exam board websites and allocate students to venues. Invigilators will create detailed seating plans during the exam.</p>

Issue	Action
Exam venues	When the exam venues become available, papers will be laid out and students will be grouped into classrooms according to their candidate number and called one group at a time.
Dispatch of papers	Exam boards will supply attendance registers and yellow labels. Papers will be packaged and dispatched using the backup school's bags and yellow label collection. Any papers not dispatched by the end of the day will be stored in the backup school's secure storage.
Catering	The back-up school will have in place a plan for providing food for displaced students.
Planning	During the first few hours of the 'crisis', the management teams of both schools will meet together regularly to monitor the developing situation and make plans for forthcoming exams. The use of the back-up will continue for as long as the crisis and awarding bodies require.
Finance	The Heads of Centre will agree in advance not to charge the displaced school in the event of the back-up being used.

JCQ Scenario 11 – Centre unable to distribute results as normal

Each school will operate as a backup centre for the partner school, distributing results to the partner school's candidates in separate accommodation.

Download Days (14 and 21 August 2019)

On these days, staff need to collaborate to:

- Download exam results from exam board websites via A2C
- Load exam results into the school's MIS
- Load exam results into the school's analysis tool and run reports
- Print statements of results ready for students
- Communicate to students plans for release of results
- Prepare consent forms for reviews of results

Issue	Action
Accommodation	<p>The back-up school will have a single, suitably sized, designated office for use by the exams team from the partner school.</p> <p>BHF: The small meeting room.</p> <p>Prospect: Not required</p>
Key staff	<p>Key staff required to report to the backup school are:</p> <p>BHF: N/A</p> <p>Prospect: Head of Centre, Deputy Head (Curriculum), Head of KS4/KS5, Exams Manager, Assistant Exams Manager, Data Manager</p>
IT	<p>The back-up school will provide computers and wifi passwords so the partner school can gain remote access to their applications and Exam Board Websites.</p> <p>Back-up school will provide access to a PC with A2C installed if required.</p> <p>BHF: N/A</p> <p>Prospect: Will use remote access to Hosted SIMS.</p>
Printing	<p>The back-up school will provide access to printers and paper for the purpose of printing statements of results and results reports.</p>
Finance	<p>The Heads of Centre will agree in advance not to charge the displaced school in the event of the back-up being used.</p>
Communication with parents and students	<p>Each school to use their own websites, email and group call or equivalent systems to advise students and parents regarding arrangements for release day.</p>

Release Days (15 and 22 August 2019)

Issue	Action
Communication with parents, students, invigilators and staff	Each school to post arrangements for release day at entrances to their own premises.
Accommodation	<p>The back-up school will provide accommodation suitable for the displaced school's cohort to collect results and meet with staff for advice.</p> <p>BHF: TBD</p> <p>Prospect: Lower School Hall</p>
Key staff	<p>Key staff required to report to the backup school are:</p> <p>BHF: TBD</p> <p>Prospect: Head of Centre, Deputy Head (Curriculum), Head of KS4/KS5, Exams Manager, Assistant Exams Manager</p>
IT	The back-up school will provide wifi passwords so the displaced school can gain access to Exam Board, etc. websites.
Finance	The Heads of Centre will agree in advance not to charge the displaced school in the event of the back-up being used.

Appendix B - Internal Appeals Policy

Appeals against internal assessment decisions (centre-assessed marks)

This procedure confirms Prospect School's compliance with JCQ's General Regulations for Approved Centres 2018-2019, section 5.7 that the centre has in place "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 GCE qualifications (legacy GCE coursework, GCE and GCSE non-examination assessments, the Art and Design timed exams and the A Level Sciences and GCSE (9-1) English endorsements), Cambridge Nationals, Cambridge Technicals and BTECs that contribute to the final grade of the qualification are internally assessed (marked) by the subject teacher. The marks awarded (the internal assessment decisions) are then submitted by the deadline set by the awarding body for external moderation.

Deadlines for the submission of marks (Summer 2019 exam series)

Date	Qualification	Details
07/05/2019	GCSE	AQA
04/05/2019	Entry Pathways	WJEC (Maths and IT)
05/05/2019	L1/2 Award	WJEC (Planning Built Environment)
15/05/2019	GCSE	Other than AQA
15/05/2019	GCE	Final date for submission of coursework marks (AQA, OCR, Pearson and WJEC)
01/07/2019	BTEC	

Prospect School 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.

Prospect School ensures that all centre staff follow a robust Non-examination assessment policy (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination 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. Prospect School 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.

1. Prospect School will ensure that candidates are informed of their centre-assessed marks 'in writing' at least ten school days before the marks are due to be submitted to the awarding body so that they may request a review of the centre's marking before marks are submitted.
2. Prospect School will inform candidates that they have two school days within which 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. Such requests must be made 'in writing' to the relevant subject teacher. Prospect School will inform candidates that, if a request is not received within two school days, it will be assumed that the student does not wish to review their work.
3. Prospect School will inform candidates that a review may result in the mark staying the same, going up or going down and that it is the post-review mark that will be submitted to the awarding body.
4. Prospect School will, having received a request for copies of materials, promptly make them available to the candidate within one school day.
5. Prospect School will allow candidates two school days to review copies of materials and reach a decision.
6. Requests for reviews of marking must be made in writing within two school days of receiving copies of the requested materials – by completing the internal appeal form (see below) and handing it to his/her tutor, who will in turn pass it quickly to the nominated member of staff. Prospect School will inform

candidates that, if an internal appeal form is not received within two school days, it will be assumed that the student does not wish to review their work.

7. The nominated member of staff will pass the appeal to an assessor within one school day, ensuring 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. Prospect School will allow one school day for the review to be carried out.
8. Prospect School will instruct the assessor to ensure that the candidate's mark is consistent with the standard set by the centre. The assessor will return the reviewed script to the nominated member of staff.
9. The nominated member of staff will inform the candidate in writing of the outcome of the review of the centre's marking within one school day.
10. The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Prospect School and is not covered by this procedure.

Internal appeal form

Please complete all white boxes on the form below

FOR CENTRE USE ONLY	
Date received	
Reference No.	

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

I wish to request a review of the centre's marking

If necessary continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

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.

Appendix C - Exams Disability Policy

Purpose of the policy

This document, which is provided as an exams-specific supplement to the *centre-wide disability/accessibility policy/plan*, describes how the centre will

“recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This must include a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates...

for any legislation in a relevant jurisdiction other than England and Wales which has an equivalent purpose and effect”

[Quote taken directly from section 5.4 of the JCQ publication [General regulations for approved centres](#) 2018-2019]

This publication is further referred to in this policy as [GR](#).

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to

- ▶ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- ▶ requesting access arrangements
- ▶ implementing access arrangements and the conduct of exams
- ▶ good practice in relation to the Equality Act 2010

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the JCQ publication *Adjustments for candidates with disabilities and learning difficulties* [Access Arrangements and Reasonable Adjustments](#) 2018-2019

This publication is further referred to in this policy as [AA](#).

Identifying the need for access arrangements

Roles and responsibilities

Head of centre

- ▶ Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including [GR](#) and [AA](#)

Senior leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AA](#)

Special educational needs coordinator (SENCo)

- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication [AA](#)

Teaching staff

- ▶ Inform the SENCo of any support that might be needed by a candidate

Support staff (for example, Learning Support Assistants, Teaching Assistants and Communication Support Workers)

- ▶ (where appropriate) Provide comments/observations to support the SENCo in *painting a holistic picture of need confirming normal way of working* for a candidate

Assessor of candidates with learning difficulties

(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)

- ▶ Has detailed understanding of the JCQ publication [AA](#)

Use of word processors

The Word Processor Policy is included at Appendix E of this document.

Requesting access arrangements

Roles and responsibilities

Special educational needs coordinator (SENCo)

- ▶ Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated

Exams officer

- ▶ Is familiar with the entire contents of the annually updated JCQ publication [GR](#) and is aware of information contained in [AA](#) where this may be relevant to the EO role

Implementing access arrangements and the conduct of exams

Roles and responsibilities

External assessments

These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or the JCQ publication [Instructions for conducting examinations](#) (ICE).

Head of centre

- ▶ Supports the SENCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Special educational needs coordinator (SENCo)

- ▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access 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)

Exams officer

- ▶ Understands and follows instructions for *Invigilation arrangements for candidates with access arrangements* and *Access arrangements* in [ICE](#) 2018-2019

Other relevant centre staff

- ▶ Support the SENCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

These are non-examination assessments (NEA) which are normally set by a centre/awarding body, marked and internally moderated by the centre and externally moderated by the awarding body.

“Externally marked and/or externally set practical examinations taken at different times across centres are classified as ‘NEA’.”

[Quote taken from the JCQ publication [Instructions for conducting non-examination assessments](#), Foreword]

Special educational needs coordinator (SENCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates

Internal exams

These are exams or tests which are set and marked within the centre; normally a precursor to external assessments.

Special educational needs coordinator (SENCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates

Teaching staff

- ▶ Support the SENCo in implementing appropriate access arrangements for candidates

Facilitating access - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.

On a candidate by candidate basis, consideration is given to

- ▶ adapting assessment arrangements
- ▶ adapting assessment materials
- ▶ the provision of specialist equipment or adaptation of standard equipment
- ▶ adaptation of the physical environment for access purposes

The table provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	<i>SENCo gathers evidence to support the need for the candidate to take exams at home</i> <i>Pastoral head provides written statement for file to confirm the need</i> <i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i> <i>Pastoral head discussion with candidate to confirm the arrangements should be put in place</i> <i>EO submits 'Alternative site form' for timetabled written exams to awarding body/bodies online through CAP</i> <i>An on-line submission must only be made for timetabled written examinations in the following qualifications:</i> <i>EO provides candidate with exam timetable and JCQ information for candidates</i> <i>Pastoral head confirms with candidate the information is understood</i>

		<p><i>Pastoral head agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Pastoral head informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	<p>Reader/computer reader</p> <p>25% Extra time</p> <p>Separate invigilation within the centre</p>	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8v signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
Significant difficulty in concentrating	<p>Prompter</p> <p>Separate invigilation within the centre</p>	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>
A wheelchair user	<p>Desk</p> <p>Rooms</p> <p>Facilities</p> <p>Seating arrangements</p> <p>Practical assistant</p>	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p>

		<i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i>
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Appendix D - Access Arrangements Policy

What are access arrangements and reasonable adjustments?

Access arrangements

“Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make ‘reasonable adjustments’.*

[AA Definitions, page 3]

Reasonable adjustments

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a candidate, who is disabled within the meaning of the Equality Act 2010, would be at a substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage. An example would be a Braille paper which would be a reasonable adjustment for a vision impaired candidate who could read Braille. A reasonable adjustment may be unique to that individual and may not be included in the list of available access arrangements. Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:*

- *the needs of the disabled candidate;*
- *the effectiveness of the adjustment;*
- *the cost of the adjustment; and*
- *the likely impact of the adjustment upon the candidate and other candidates.*

An adjustment will not be approved if it:

- *involves unreasonable costs to the awarding body;*
- *involves unreasonable timeframes; or*
- *affects the security and integrity of the assessment.*

This is because the adjustment is not ‘reasonable’.”

[AA Definitions, page 3]

Purpose of the policy

The purpose of this policy is to confirm that Prospect 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...”*

[JCQ General Regulations for Approved Centres, 5.5]

This publication is further referred to in this policy as [GR](#)

This policy is maintained and held by the SENCo alongside the individual files of each access arrangements candidate. Each file contains detailed records of all the essential information that is required to be held according to the regulations.

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments.

This publication is further referred to in this policy as [AA](#)

Disability policy (exams)

A large part of the access arrangements process is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The Exams Disability Policy is included at Appendix C of this document.

The access arrangements policy further covers the assessment process and related issues in more detail.

The assessment process

Assessments are carried out by an assessor(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required by JCQ regulations in [AA](#) 7.3.

The qualification(s) of the current assessor(s)

CP3TA=CCET+AAC

Appointment of assessors of candidates with learning difficulties

At the point an assessor is engaged/employed in the centre, evidence of the assessor's qualification is obtained and checked against the current requirements in [AA](#). This process is carried out prior to the assessor undertaking any assessment of a candidate.

Checking the qualification(s) of the assessor(s)

The current assessor is the SENCo, employed by the school and a copy of his certificate is held on file.

Reporting the appointment of the assessor(s)

As above the assessor is the SENCo, holds appropriate level 7 qualifications, copies of which are available for inspection.

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

Exam Access Assessment processes are administered with regard to the equality Act 2010 regulations and SEN Code of Practice (2015).

The school makes every attempt to identify students needing exam access as early as possible.

Where possible the school collects data about students who are new to the school regarding previously held exam access arrangements.

Teachers and the SENCo identify students needing exam access through:

- Screening tests
- Records of additional support provided by the Support for Learning team
- Candidates self-reported difficulties
- Information from feeder schools
- Comments from teachers on referral forms about a candidates difficulties.
- Data drops and tracking information.
- Information contained in EHCP , EP reports or other relevant documents

Teachers work with the SENCo to identify students who have exam access needs. As of 2019 teachers refer students for exam access assessment via an online referral, which encapsulates 'Normal Way of Working' and 'Student Voice'.

Once appropriate information has been gathered to demonstrate need, the SENCo formally assesses students using approved psychometric tests to confirm the appropriate arrangements are justified.

Painting a picture of need and gathering evidence to demonstrate normal way of working

Students with exam access arrangements will, where practical, have these arrangements in class tests, mock exams and assessments.

Teachers who regularly work with students are required to provide evidence to paint a picture of 'Normal Way of Working'. As of 2019 this is through the completion of an online referral form, which encapsulate 'Normal Way of Working' and 'Student Voice'.

Teachers are also encouraged to provide samples of student work to further support 'Normal Way of Working'.

Processing access arrangements

Arrangements requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications listed on page 92 of [AA](#). This tool also provides the facility to order modified papers for those qualifications listed on page 74.

AAO is accessed by logging in to any of the awarding body secure extranet sites. A single application is required for each candidate regardless of the awarding body used.

In line with JCQ regulations and where possible, online applications are made by the published deadline. The Exam's office keeps a record of the printed online application, letters from awarding bodies.

Centre-delegated access arrangements

Prospect School follows JCQ guidance when providing centre delegated access arrangements.

Centre-delegated access arrangements are provided when there is evidence that it is the candidates 'Normal Way of Working' and the need arises as a result of substantial and long term impairment or there is medical evidence to substantiate this arrangement.

Centre-specific criteria for particular access arrangements

Word processor policy (exams)

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

Details of the centre's Word Processor Policy can be found in Appendix E of this document.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be made by the SENCo.

The decision will be based on

- ▶ *whether the candidate has a substantial and long term impairment which has an adverse effect; and*
- ▶ *the candidate's normal way of working within the centre* [[AA](#) 5.16]

In line with JCQ regulations separate invigilation is provided in cases where the candidate's difficulties are established within the school. In such cases separate

invigilation reflects the candidate's normal way of working, where possible, in internal school tests and mock examinations and is granted as a consequence of a long term medical condition or long term social, mental or emotional needs.

Appendix E - Word Processor Policy (Exams)

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

References in this policy to AA and ICE relate to/are directly taken from the [Access Arrangements and Reasonable Adjustments 2018-2019](#) and [Instructions for Conducting Examinations 2018-2019](#) publications.

Introduction

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

(AA 4.2.1)

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 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 4.2.2)

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 4.2.3)

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 should consider the need for access arrangements on a subject-by-subject basis.

Purpose of the policy

This policy details how Prospect School complies with AA (chapter 4) Adjustments for candidates with disabilities and learning difficulties and (chapter 5.8) Word processor when awarding and allocating a candidate the use of word processor in his/her exams.

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

The use of a word processor

The centre will

- ▶ allocate the use of a word processor to a candidate 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

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 (AA 5.8.4)
- ▶ only 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)
 - ▶ consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment (AA 4.2.4)
 - ▶ provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification (AA 5.8.2)

The centre will not

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

Exceptions

The only exception 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 generally accommodated in a different room from the main cohort.

To comply with ICE 14, the centre:

- ▶ provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) (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 his/her 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 the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/she is solely performing this task and not re-reading their answers or amending their work in any way.

- ▶ 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 his/her work at regular intervals (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- ▶ instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking (ICE 14.24)

(ICE 14.25)

The centre will ensure the word processor:

- ▶ 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 type-writer, 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 to be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Portable storage medium

The centre will ensure that any portable storage medium (e.g. a memory stick) used:

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

Printing the script after the exam is over

The centre will ensure:

- ▶ the typed script can be printed from a portable storage medium
- ▶ the candidate is present to verify that the work printed is his or her own
- ▶ a word processed script is attached to any answer booklet which contains some of the answers
- ▶ a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

The criteria Prospect School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. 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.

The use of word processors

There are also exceptions where a candidate may be awarded/allocated the use of a word processor in exams where he/she has a firmly established need, it reflects the candidate's normal way of working and by not being awarded a word processor would be at a substantial disadvantage to other candidates.

In line with current JCQ Guidelines, it is permissible for a candidate using a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

Appropriate exam-compliant word processors will be provided by the IT department in liaison with the exams officer.

The specific criteria used to determine the conditions under which a word processor will be allocated are detailed in Appendix E of this policy.

Statement produced by: **J Birk**

Appendix F - Non Examination Assessment Policy

What does this policy affect?

This policy affects the delivery of subjects of GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

The regulator's definition of an examination is very narrow and 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'.

[Definition taken directly from the JCQ publication [Instructions for conducting non-examination assessments](#), Foreword]

This publication is further referred to in this policy as [NEA](#)

Purpose of the policy

The purpose of this policy, as defined by JCQ, is to

- ▶ *cover procedures for planning and managing non-examination assessments*
- ▶ *define staff roles and responsibilities with respect to non-examination assessments*
- ▶ *manage risks associated with non-examination assessments*

The policy will need to cover all types of non-examination assessment.

[[NEA](#) 1]

What are non-examination assessments?

This is explained in [NEA](#).

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.*

[[NEA](#) 1]

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

The basic principles

Head of centre

- ▶ Provides a signed declaration 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 [NEA](#)
- ▶ Ensures the centre's *non-examination assessment policy* is fit for purpose
- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure 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 leaders

- ▶ Ensure the correct conduct of non-examination assessments (including endorsements) which comply with [NEA](#) and awarding body subject-specific instructions
- ▶ Ensure the centre-wide calendar records assessment schedules by the start of the academic year

Quality assurance (QA) lead/Lead internal verifier

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

Subject head/lead

- ▶ Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- ▶ Ensures [NEA](#) and relevant awarding body subject-specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- ▶ Works with the QA lead/Lead internal verifier to ensure appropriate procedures are followed to internally standardise/verify the marks awarded by subject teachers

Subject teacher

- ▶ Understands and complies with the general instructions as detailed in [NEA](#)
- ▶ Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- ▶ Marks internally assessed work to the criteria provided by the awarding body
- ▶ Ensures 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 officer

- ▶ Signposts the annually updated JCQ publication [NEA](#) to relevant centre staff
- ▶ Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task setting

Subject teacher

- ▶ Selects 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
- ▶ Makes candidates aware of the criteria used to assess their work

Issuing of tasks

Subject teacher

- ▶ Determines when set tasks are issued by the awarding body
- ▶ Identifies date(s) when tasks should be taken by candidates
- ▶ Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- ▶ Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

Task taking

Supervision

Subject teacher

- ▶ Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements

- ▶ Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- ▶ Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- ▶ Is confident 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, keeps a record of each candidate's contribution
- ▶ Ensures candidates are aware of the current JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
- ▶ Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Advice and feedback

Subject teacher

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

Resources

Subject teacher

- ▶ Refers 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
- ▶ Ensures conditions for any formally supervised sessions are known and put in place
- ▶ Ensures 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
- ▶ Ensures conditions for any formally supervised sessions are understood and followed by candidates

- ▶ Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- ▶ Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

- ▶ Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- ▶ Keeps 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
- ▶ Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- ▶ Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in [NEA](#) and informs a member of the senior leadership team

Presentation of work

Subject teacher

- ▶ Obtains 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
- ▶ Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- ▶ Instructs 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

Keeping materials secure

Subject teacher

- ▶ When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- ▶ When work is submitted by candidates for final assessment, ensures work is securely stored
- ▶ Follows secure storage instructions as defined in [NEA 4.8](#)
- ▶ Takes sensible precautions when work is taken home for marking
- ▶ Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for reviews of results or until the outcome of a review or any subsequent appeal has been completed
- ▶ Reminds 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 (the JCQ document Information for candidates – social media should be brought to the attention of candidates)
- ▶ Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

IT Manager

- ▶ Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher

- ▶ Liaises 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 JCQ Instructions for conducting examinations
- ▶ Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams officer

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

Submission of work

Subject teacher

- ▶ Provides the attendance register to a Visiting Examiner

Exams officer

- ▶ Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
- ▶ Ensures 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, ensures the completed attendance register accompanies the work
- ▶ Keeps a copy of the attendance register until after the deadline for reviews of results for the exam series
- ▶ Packages the work as required by the awarding body and attaches the examiner address label
- ▶ Despatches the work to the awarding body's instructions by the required deadline

Task marking – internally assessed components

Marking and annotation

Head of centre

- ▶ Ensures where a teacher teaches his/her own child, 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 head/lead

- ▶ Sets 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

- ▶ Attends awarding body training as required to ensure familiarity with the mark scheme/marketing process
- ▶ Marks candidates' work in accordance with the marking criteria provided by the awarding body
- ▶ Annotates 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
- ▶ Informs candidates of their marks which could be subject to change by the awarding body moderation process
- ▶ Ensures 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

Quality assurance (QA) lead/Lead internal verifier

- ▶ Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence
- ▶ Supports staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- ▶ Ensures 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
- ▶ Retains evidence that internal standardisation has been carried out

Subject teacher

- ▶ Indicates on work (or cover sheet) the date of marking
- ▶ Marks to common standards
- ▶ Keeps 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

Consortium arrangements

Subject head/lead

- ▶ Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)

- ▶ If the consortium lead, liaises with the exams officer to ensure the awarding body is notified by submission of the Centre consortium arrangements for centre-assessed work (including Spoken Language Endorsements, GCSE English Language) for each exam series affected
- ▶ Ensures procedures for internal standardisation as a consortium are followed

Subject teacher

- ▶ Provides marks to the exams officer to the internal deadline
- ▶ Provides the moderation sample to the exams officer to the internal deadline
- ▶ Retains all candidates' work in the consortium until after the deadline for reviews of results for the exam series or until any appeal, malpractice or other results enquiry has been completed, whichever is later

Exams officer

- ▶ Where the centre is the consortium lead
 - submits the notification of Centre consortium arrangements for centre-assessed work via the awarding body's Centre Admin Portal (CAP) to the deadline for each exam series affected
 - submits marks to the awarding body deadline
 - liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline

Submission of marks and work for moderation

Subject teacher

- ▶ Provides marks to the exams officer to the internal deadline
- ▶ Provides the moderation sample to the exams officer to the internal deadline
- ▶ Ensures 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
- ▶ 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

Exams officer

- ▶ Inputs and submits marks online, via the awarding body secure extranet site, keeping a record of the marks submitted, to the external deadline. Confirms with subject teachers that marks have been submitted to the awarding body deadline
- ▶ Ensures checks are made that marks for any additional candidates are submitted and ensures 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
- ▶ Ensures 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

Storage and retention of work after submission of marks

Subject teacher

- ▶ Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- ▶ Retains all marked candidates' work (including any sample returned after moderation) under secure conditions for the required retention period
- ▶ Takes steps to protect any work stored electronically from corruption and has a back-up procedure in place
- ▶ Retains evidence of work where retention may be a problem (for example, photos of artefacts etc.)

Exams officer

- ▶ Ensures 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

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

External moderation – feedback

Subject head/lead

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

Exams officer

- ▶ Accesses or signposts moderator reports to relevant staff
- ▶ Takes remedial action, if necessary, where feedback may relate to centre administration

Access arrangements

Subject teacher

- ▶ Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments

Special educational needs coordinator (SENCo)

- ▶ Follows the regulations and guidance in the JCQ publication [Access Arrangements and Reasonable Adjustments](#) in relation to non-examination assessments including [Reasonable Adjustments for GCE A-level sciences – Endorsement of practical skills](#)
- ▶ Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- ▶ Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments
- ▶ Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- ▶ Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration and loss of work

Subject teacher

- ▶ Understands 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
- ▶ Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- ▶ Liaises with the exams officer to report loss of work to the awarding body

Exams officer

- ▶ Refers 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
- ▶ Refers to/directs relevant staff to [Form 15 – JCQ/LCW](#) and where applicable submits to the relevant awarding body

Malpractice

Head of centre

- ▶ Understands 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
- ▶ Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)
- ▶ Ensures 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 ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

Subject teacher

- ▶ Is aware of the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to mitigate against candidate and centre malpractice
- ▶ Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- ▶ Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)
- ▶ Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

Exams officer

- ▶ Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#) to the head of centre
- ▶ Signposts the JCQ [Notice to Centres - Sharing NEA material and candidates' work](#) to subject heads
- ▶ Signposts candidates to the relevant JCQ information for candidates documents

- ▶ Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

Post-results services

Head of centre

- ▶ Is familiar with the JCQ publication [Post-Results Services](#)
- ▶ Ensures the centre's *internal appeals procedures* clearly detail the procedure 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 head/lead

- ▶ Provides relevant support to subject teachers making decisions about reviews of results

Subject teacher

- ▶ Provides advice and guidance to candidates on their results and the post-results services available
- ▶ Provides 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
- ▶ Supports the exams officer by collecting candidate consent where required

Exams officer

- ▶ 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...)
- ▶ Provides/signposts relevant centre staff and candidates to post-results services information
- ▶ Ensures 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
- ▶ Collects candidate consent where required

Practical Skills Endorsement for the A Level Sciences designed for use in England

Head of centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that 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 prescribed practical activities

- ▶ Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

Quality assurance (QA) lead/Lead internal verifier

- ▶ Ensures the appropriate arrangements are in place for implementing the requirements of the practical endorsement appropriately and applying the assessment criteria correctly

Subject head/lead

- ▶ Confirms understanding of the *Practical Skills Endorsement for the A Level Sciences designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- ▶ Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- ▶ Disseminates information to subject teachers ensuring the standards can be applied appropriately
- ▶ Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

Subject teacher

- ▶ Ensures all the JCQ/awarding body requirements/instructions in relation to the endorsement are known, understood and followed
- ▶ Ensures the required arrangements for practical activities are in place
- ▶ Provides all the required centre records
- ▶ Ensures candidates provide the required records
- ▶ Provides any required information to the subject lead regarding the monitoring visit
- ▶ Assesses candidates using Common Practical Assessment Criteria (CPAC)
- ▶ Applies for an exemption where a candidate cannot access the practical endorsement due to a substantial impairment
- ▶ Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome/provides assessment outcomes to the exams officer to the internal deadline

Exams officer

- ▶ Accepts contact with the monitor and pass information to the subject lead for a visit to be arranged with at least two weeks' notice

- ▶ Confirms with the subject teacher that assessment outcomes have been submitted to the awarding body to the external deadline/Follows the awarding body's instructions for the submission of candidates *Pass* or *Not Classified* assessment outcome

Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre

- ▶ Provides a signed declaration as part of the National Centre Number Register Annual Update, that 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 Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier

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

Subject head/lead

- ▶ Confirms understanding of the *Spoken Language Endorsement for GCSE English Language specifications designed for use in England* and ensures any relevant JCQ/awarding body instructions are followed
- ▶ Ensures the required task setting and task taking instructions are followed by subject teachers
- ▶ Ensures subject teachers assess candidates, either live or from recordings, using the common assessment criteria
- ▶ Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

Subject teacher

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

Exams officer

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

Management of issues and potential risks associated with non-examination assessments

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details	Subject head/lead
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	Subject head/lead
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates. Records confirm all candidates understand the marking criteria. Candidates confirm/record they understand the marking criteria	Subject head/lead
Subject teacher long term absence during the task setting stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved	Subject head/lead

Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course. Course information issued to candidates contains details when set task will be issued and needs to be completed by. Set task accessed well in advance to allow time for planning, resourcing and teaching.	Subject head/lead
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates. Awarding body guidance sought where this issue remains unresolved.	Subject head/lead
Subject teacher long term absence during the issuing of tasks stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	Subject head/lead
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course. Assessment dates/periods included in centre wide calendar.	SLT
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course. Staggered sessions arranged where IT facilities insufficient for number of candidates.	SLT

	Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply).	
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates. Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy.	Head of Centre
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. An internal investigation and, where appropriate, internal disciplinary procedures are followed.	Head of Centre
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate.	Subject head/lead
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component. Candidate confirms/records advice and feedback given prior to starting on their work.	Head of Centre Subject head/lead Teacher Candidate

<p>Candidate claims no advice and feedback given by subject teacher during the task-taking stage</p>	<p>Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures. Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity. Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component. Candidate confirms/records advice and feedback given during the task-taking stage.</p>	<p>Head of Centre Subject head/lead Teacher Candidate</p>
<p>A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification</p>	<p>An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Records as detailed above are provided to confirm all assistance given. Where appropriate, a suspected malpractice report is submitted to the awarding body.</p>	<p>Head of Centre</p>
<p>Candidate does not reference information from published source</p>	<p>Candidate is advised at a general level to reference information before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>Teacher Teacher Teacher</p>
<p>Candidate does not set out references as required</p>	<p>Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment. Candidate is again referred to the JCQ document Information for candidates: non-examination assessments. Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion.</p>	<p>Teacher Teacher Teacher</p>

Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up.	Teacher
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place.	Subject head/lead
An excluded pupil wants to complete his/her non-examination assessment(s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education. If so, arrangements for supervision, authentication and marking are made separately for the candidate	Subject head/lead
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions.	Teacher
	Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions.	Teacher
	Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions.	Subject head/lead
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources.	Teacher
	Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources inappropriately.	Subject head/lead
	Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate.	Subject head/lead
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory.	Subject head/lead

	Where limits are for guidance only, candidates are discouraged from exceeding them. Candidates confirm/record any information provided to them on word or time limits is known and understood.	Teacher Candidate
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted. Awarding body guidance sought where this issue remains unresolved.	Subject head/lead Subject head/lead
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work. Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments. Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments. The candidate's work is not accepted for assessment. A mark of zero is recorded and submitted to the awarding body.	Subject head/lead Exams Officer Candidate Teacher
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments. Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments. Declaration is checked for signature before accepting the work of a candidate for formal assessment.	Exams Officer Candidate Teacher

Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures.	Head of Centre
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment.	Teacher
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments. Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage.	Subject head/lead Subject head/lead
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course. Alternative secure storage sourced where required.	Subject head/lead Subject head/lead
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate. If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate.	Subject head/lead Subject head/lead
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register.	Teacher
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body.	Subject head/lead Teacher

	Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body.	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work.	Subject head/lead
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work.	Subject head/lead
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed. Appropriate internal disciplinary procedures are also followed.	Head of Centre Head of Centre Head of Centre
A teacher marks the work of his/her own child	A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course. Marked work of said child is submitted for moderation whether part of the sample requested or not.	Head of Centre Subject head/lead
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension.	Subject head/lead Subject head/lead
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance. Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and	Subject head/lead Subject head/lead

	the process to be followed to apply for special consideration for candidates.	
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body.</p> <p>Records confirm candidates have been informed of their marks.</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process.</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the exams officer for the submission of marks.</p> <p>Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body.</p>	<p>Subject head/lead</p> <p>Subject head/lead</p> <p>Subject head/lead</p> <p>Subject head/lead</p> <p>Exams Officer</p>
Deadline for submitting work for formal assessment not met by candidate	<p>Records confirm deadlines given and understood by candidates at the start of the course.</p> <p>Candidates confirm/record deadlines known and understood.</p> <p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met.</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate.</p>	<p>Subject head/lead</p> <p>Candidate</p> <p>Subject head/lead</p> <p>Awarding body</p>
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p>Internal/external deadlines are published at the start of each academic year.</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach.</p> <p>Records confirm deadlines known and understood by subject teachers.</p> <p>Where appropriate, internal disciplinary procedures are followed.</p>	<p>Subject head/lead</p> <p>Subject head/lead</p> <p>Subject head/lead</p> <p>Head of Centre</p>

Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	
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Appendix G - Exams Information Retention Policy

Key Purpose of the policy

The purpose of this policy is to:

- ▶ identify exams-related information/records held by the exams office
- ▶ identify the retention period
- ▶ determine the action required at the end of the retention period and the method of disposal
- ▶ inform or supplement the centre-wide records management policy

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENCo as records owner at end of the candidate's final exam series. To be retained for six years.	Confidential waste/shredding
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6,15]	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	Non-confidential destruction
Candidates' work	Non-examination assessment work (inc. controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series. [Reference GR 3, 5]	Returned to candidates or safe disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue. [Reference GR 5]	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction. [Reference GR 5]	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	To be retained in perpetuity [Reference GR 5]	No destruction
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be retained for one year from date of delivery	Non-confidential destruction
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Non-confidential destruction
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Non-confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam question papers	Question papers for timetabled written exams.	<p>Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.</p> <p>Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.</p> <p>[Reference ICE 16 and GR 5,6]</p>	Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	<p>To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.</p> <p>[Reference ICE 6]</p>	See Exam room incident logs below
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for EARs or until any appeal, malpractice	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		or other results enquiry has been completed, whichever is later.	
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of. [Reference ICE page 4 and ICE 23]	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	N/A – no copies retained in exams office
Invigilation arrangements	See Exam room checklists		
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	Non-confidential destruction
Moderator reports		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form Timetable variation and confidentiality declaration for overnight supervision for any	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	candidate eligible for these arrangements.		
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4, appendix A and B]	Confidential disposal
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	EAR information to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS information to be retained for at least six months from the date consent given.	Confidential disposal
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required. [Reference PRS 6]	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: tracking logs	A log tracking to resolution all post-results service requests submitted to awarding bodies.	EAR information to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS information to be retained for at least six months from the date consent given.	N/A
Private candidate information	Any hard copy information relating to private candidates' entries.	N/A	N/A
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Non-confidential destruction
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum. [Reference Records Management Toolkit for Schools]	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6]	Confidential disposal
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results. [Reference SC 6]	Confidential disposal
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential disposal
Exams contracts	Exams contract form giving candidate consent re copyright and data protection plus agreement to abide by rules.	Records for current year plus previous 6 years to be retained as a minimum, in line with malpractice documents.	Confidential disposal
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised	To be retained until the issue of the GCE A level result for the candidate.	Confidential disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
	GCE AS specification) application submitted to an awarding body for a candidate.		
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential disposal
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential disposal

Appendix H - Exams Complaints and Appeals Procedure

Purpose of the procedure

This procedure confirms Prospect School's compliance with JCQ's *General Regulations for Approved Centres 2018-2019, section 5.7* that the centre has in place "...a written complaints and appeals procedure which will cover general complaints regarding the centre's delivery or administration of a qualification."

Grounds for complaint

A candidate (or his/her parent/carer) may make a complaint on the grounds below (this is not an exhaustive list).

Teaching and learning

- ▶ Quality of teaching and learning, for example
 - ▶ Non-subject specialist teacher without adequate training/subject matter expertise utilised on a long-term basis
 - ▶ Teacher lacking knowledge of new specification/incorrect core content studied/taught
 - ▶ Core content not adequately covered
 - ▶ Inadequate feedback for a candidate following assessment(s)
- ▶ Pre-release/advance material/set task issued by the awarding body not provided on time to an exam candidate
- ▶ The taking of an assessment, which contributes to the final grade of the qualification, not conducted according to the JCQ/awarding body instructions
- ▶ The marking of an internal assessment, which contributes to the final grade of the qualification, not undertaken according to the requirements of the awarding body (complainant should refer to the centre's *internal appeals procedure*)
- ▶ Centre fails to adhere to its *internal appeals procedure*
- ▶ Candidate not informed of his/her centre-assessed marks prior to marks being submitted to the awarding body
- ▶ Candidate not informed of his/her centre-assessed marks in sufficient time to request/appeal a review of marking prior to marks being submitted to the awarding body
- ▶ Candidate not given sufficient time to review materials to make a decision whether to request a review of centre-assessed marks

Access arrangements

- ▶ Candidate not assessed by the centre's appointed assessor
- ▶ Candidate not involved in decisions made regarding his/her access arrangements
- ▶ Candidate did not consent to personal data being shared electronically (by the non-acquisition of a signed Data Protection Notice)

- ▶ Candidate not informed/adequately informed of the arrangements in place and the subjects or components of subjects where the arrangements would not apply
- ▶ Exam information not appropriately adapted for a disabled candidate to access it
- ▶ Adapted equipment put in place failed during exam/assessment
- ▶ Approved access arrangement(s) not put in place at the time of an exam/assessment
- ▶ Appropriate arrangements not put in place at the time of an exam/assessment as a consequence of a temporary injury or impairment

Entries

- ▶ Failure to clearly explain a decision of early entry for a qualification to candidate (or parent/carer)
- ▶ Candidate not entered/entered late (incurring a late entry fee) for a required exam/assessment
- ▶ Candidate entered for a wrong exam/assessment
- ▶ Candidate entered for a wrong tier of entry

Conducting examinations

- ▶ Failure to adequately brief candidate on exam timetable/exam regulations prior to exam/assessment taking place
- ▶ Room in which exam held did not provide candidate with appropriate conditions for taking the exam
- ▶ Inadequate invigilation in exam room
- ▶ Failure to conduct exam according to the regulations
- ▶ Online system failed during (online) exam/assessment
- ▶ Disruption during exam/assessment
- ▶ Alleged, suspected or actual malpractice incident not investigated/reported
- ▶ Eligible application for special consideration for a candidate not submitted/not submitted to timescale
- ▶ Failure to inform/update candidate on the outcome of a special consideration application

Results and Post-results

- ▶ Before exams, candidate not made aware of the arrangements for post-results services and the accessibility of senior members of centre staff after the publication of results
- ▶ Candidate not having access to a member of senior staff after the publication of results to discuss/make decision on the submission of an enquiry
- ▶ Candidate request for return of work after moderation and work not available/disposed of earlier than allowed in the regulations
- ▶ Candidate (or parent/carer) unhappy with a result (complainant to refer via exams officer to awarding body *post-results services*)

- ▶ Candidate (or parent/carer) unhappy with a centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal (complainant to refer via Head of Department to the centre's *internal appeals procedure*)
- ▶ Centre applied for the wrong post-results service/for the wrong exam paper for a candidate
- ▶ Centre missed awarding body deadline to apply for a post-results service
- ▶ Centre applied for a post-results service for candidate without gaining required candidate consent/permission

Complaints and appeals procedure

If a candidate (or his/her parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification he/she is following, Prospect School encourages him/her to try to resolve this informally in the first instance. A concern or complaint should be made in person, by telephone or in writing to the head of centre].

If a complaint fails to be resolved informally the candidate (or his/her parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint

- ▶ A complaint should be submitted in writing by completing a **complaints and appeals form**
- ▶ Forms are available from the exams office
- ▶ Completed forms should be returned to the Head of Centre
- ▶ Forms received will be logged by the centre and acknowledged within four calendar days

How a formal complaint is investigated

- ▶ The head of centre will further investigate or appoint a member of the senior leadership team (who is not involved in the grounds for complaint and has no personal interest in the outcome) to investigate the complaint and report on the findings and conclusion]
- ▶ The findings and conclusion will be provided to the complainant within two working weeks

Appeals

Following the outcome, if the complainant remains dissatisfied and believes there are clear grounds, an appeal can be submitted.

- ▶ Any appeal must be submitted in writing by again completing a **complaints and appeals form**

- ▶ Forms received will be logged by the centre and acknowledged within four calendar days
- ▶ The appeal will be referred to the Chair of Governors for consideration
- ▶ The Chair of Governors will inform the appellant of the final conclusion in due course

Complaints and appeals form

FOR CENTRE USE ONLY

Date received

Reference No.

Please tick box to indicate the nature of your complaint/appeal

- Complaint/appeal against the centre's delivery of a qualification
- Complaint/appeal against the centre's administration of a qualification

Name of complainant/appellant

Email address & phone

Candidate name if different to complainant/appellant

Please state the grounds for your complaint/appeal below

If your complaint is lengthy please write as bullet points; please keep to the point and include relevant detail such as dates, names etc. and provide any evidence you may have to support what you say.

Your appeal should identify the centre's failure to follow procedures as set out in the relevant policy, and/or issues in teaching and learning which have impacted the candidate.

If necessary, continue on an additional page if this form is being completed electronically or overleaf if hard copy being completed

Detail any steps you have already taken to resolve the issue(s) and what you would consider to be a good resolution to the issue(s)

Complainant/appellant signature:

Date of signature:

This form must be completed in full; an incomplete form will be returned to the complainant/appellant

Appendix I - Emergency evacuation policy

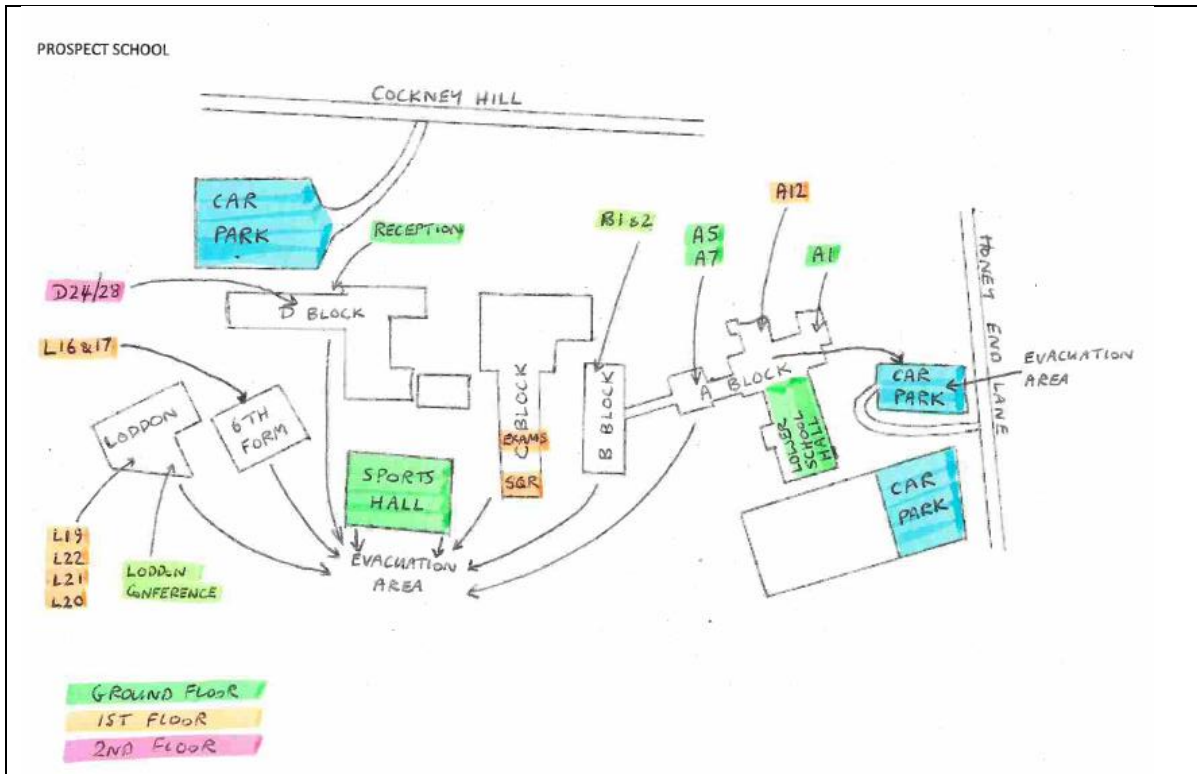
- An evacuation is mandatory if the bell rings continuously. The only exception is at 12:30 every Monday, when the system is briefly tested.
- Invigilators will instruct candidates to stop writing, make a note of the time the exam was stopped, pick up the Seating Plan and laminated room card; instruct candidates to leave all papers, scripts and belongings in the room; direct candidates to leave the room calmly and in silence, maintaining one metre separation.
- Once a public exam has started, use the muster points shown below.
- Maintain separation between candidates from different rooms using the laminated room cards, and attempt to reflect the room seating plan.
- When all candidates are gathered outside, do a headcount and compare with the count of students marked present on the seating plan. If the count does not tally, determine who is missing. Report outcomes to designated SLT.
- For internal exams or for a public exam that has not yet started, instruct students to report to the usual gathering place on the tennis courts. Invigilators should report to the staff gathering point on the tennis courts and report to the exams manager.
- Remember – health and safety is paramount.
- Await SLT instructions regarding re-entry to the exam room.

Sports Hall

- The fire bell in the storage alcove will sound, making oral communication very difficult.
- Invigilators closest to the two emergency exits should open them immediately.
- Invigilators should move from the hall to the muster point as students leave.

Lower School Hall

- The preferred exit is via the main doors at the back of the hall.
- A key is provided to open the right-hand extra external door.
- Invigilator should open rear doors and unlock extra external door.
- Alternative exit is via the stage.
- A key to the tennis court is provided to aid liaison with SLT.



Muster points

Sports Hall, Loddon, B Block, C Block, D Block, 6 th form	Field behind Sports Hall
Lower School Hall, A2 and A10	Upper car park - Honey End Lane

Appendix J - Exam lockdown policy

A lockdown is signalled by the bell ringing intermittently for more than the five rings used to signal lesson changeover. A text will be sent to Leadership and the Exams Manager mobiles with the words **PARTIAL LOCKDOWN** or **FULL LOCKDOWN** only. If exams are in progress, the Exams Officer will forward the text to invigilators via mobile.

Before an examination

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:

- ▶ A member of SLT or exams office will be present around main exam room
- ▶ Candidates will be instructed to enter the exam room immediately
- ▶ Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- ▶ Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the Exams Officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- ▶ The Exams Officer will collate the information from all exam rooms and forward this to the head of centre immediately
- ▶ Invigilators will
 - ▶ lock all windows and close all curtains/blinds
 - ▶ switch off all lights
 - ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
 - ▶ take an attendance register/head count if possible
 - ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

During an examination

If a lockdown is required during the exam/when candidates are in the exam room, the following procedure will be employed:

- ▶ Invigilators will:
 - ▶ tell candidates to stop writing immediately and turn their papers over.
 - ▶ collect the attendance register
 - ▶ make a note of the time when the examination was suspended
 - ▶ instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk

- ▶ where safe/possible check their mobile phone for a text message from the Exams Officer and communicate (via mobile phone) the situation to the Exams Officer (ensuring that all mobile phones are on 'silent' mode).
- ▶ lock all windows and close all curtains/blinds
- ▶ switch off all lights
- ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- ▶ Where safe/possible, the Exams Officer will collate the information from all exam rooms and forward this to the head of centre immediately
- ▶ If required, where safe/possible, and following centre policy, the Exams Officer (or invigilators in the absence of the Exams Officer) will initiate the emergency evacuation procedure
- ▶ The Exams Officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

If a lockdown is required after the exam/as candidates are leaving the exam room, the following procedure will be employed:

- ▶ Invigilators will:
 - ▶ stop dismissing candidates from the exam room
 - ▶ instruct candidates who have left the room to re-enter the exam room
 - ▶ instruct candidates to remain silent and hide under examination tables
 - ▶ where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Exams Officer (ensuring that all mobile phones are on 'silent' mode).
 - ▶ lock all windows and close all curtains/blinds
 - ▶ switch off all lights
 - ▶ lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
 - ▶ (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- ▶ Where safe/possible, the Exams Officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

- ▶ The lockdown will be ended by either
 - ▶ the sound of a defined alarm or
 - ▶ the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room
- ▶ Invigilators will undertake a head count/register and confirm attendance with the Exams Officer/SLT
- ▶ Where applicable and if advised to do so by SLT/ head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- ▶ Invigilators will then:
 - ▶ ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
 - ▶ recalculate the revised finish time(s) to allow for the full exam time
 - ▶ tell the candidates to turn their papers over and re-start their exam
 - ▶ amend the revised finish time(s) on display to candidates
 - ▶ note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- ▶ The Exams Officer will
 - ▶ provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
 - ▶ safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- ▶ Where applicable/possible/available, SLT/Exams Officer will
 - ▶ negotiate any alternative exam sittings with the awarding bodies
 - ▶ offer, arrange and provide support services to staff and candidates
- ▶ At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- ▶ Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
 - ▶ If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website