



Saint Joseph's
CATHOLIC SCHOOL

Examinations Policy

(Version 3 October 2023)

ST JOSEPH'S CATHOLIC SCHOOL
CHURCH ROAD
LAVERSTOCK
SALISBURY
SP1 1QY

Success Criteria:

Context/Aim:

- To ensure the planning and management of exams are conducted in accordance with JCQ and awarding body regulations, thus ensuring that “the integrity and security of the examination/assessment process is maintained at all times and is not brought into disrepute” JCQ [GR] [General regulations for approved centres](#)
- To ensure the operation of an efficient and effective exam process with clear guidelines for all student and staff
- To ensure all aspects of the school exam process is documented and related policies and procedures signposted

Monitoring Procedures:

| | | |
|--|---------------------------------|--|
| <u>By Whom:</u> Governors Academic Committee | <u>When:</u> Annually | <u>How:</u> Assistant Head teachers will provide detailed reports (written or verbal) to the Governors on the examinations and their administration The Examinations Officer (EO) will update and change any items in the Policy in accordance with Awarding Body regulations and guidance, the Assistant Head teachers will advise the Governors accordingly |
|--|---------------------------------|--|

Evaluation:

| | | |
|--|---------------------------------|---|
| <u>By Whom:</u> Governors Academic Committee Head teacher | <u>When:</u> Annually | <u>How:</u> Summary of performance and reports from any Examination Inspections given by Head teacher |
|--|---------------------------------|---|

Revision History:

| <u>Version</u> | <u>Approved and Ratified</u> | <u>Review Date</u> | <u>Additional notes</u> |
|-----------------------|-------------------------------------|---------------------------|--|
| V3 | | October 2023 | Additional exams complaint policy and escalation process, identifying candidates More detail on conflict of interest and internal Appeals |
| V2 | | October 2022 | Removal of word processor policy Addition of lockdown procedures and cyber attacks |
| V1.7 | | | Annual examination updates |
| V1.6 | December 2020 | December 2021 | Annual examination updates and removal of information for Legacy Specifications. Addition of information of On-Screen tests |
| V1.5 | October 2019 | October 2020 | Annual examination updates |
| V1.4 | March 2019 | March 2020 | BTEC Updates |
| V1.3 | | | 2018/2019 JCQ updates |

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|-------|----------------|----------------|---|
| | | | Contents page added Exam archiving policy, food and drink policy (exams), behaviour policy (exams) & data protection added. Restructured |
| V1.2 | January 2017 | January 2018 | DBS Invigilator update & EDCL inclusion 2016/2017 JCQ updates |
| V1.1 | December 2015 | December 2016 | Appendices added |
| V 1.0 | September 2015 | September 2016 | Re structure of Policy |

Vision Statement:

St Joseph's is a co-educational, 11-16 Catholic voluntary-aided school in the diocese of Clifton and the county of Wiltshire. Our aim is to provide a caring educational environment where each person is valued and is given the dignity due to a child of God.

At the heart of our school is the Christian vision of the human person. We want each member of our community to grow as an individual witness to the gospel values of love, truth and justice. We want each pupil to be healthy in mind, body and spirit. Each member of our community should feel safe and secure in the learning environment. We aim to develop a sense of self-discipline and responsibility in our pupils. Everyone in our community should show respect for themselves, respect for others and respect for the environment.

We believe that each pupil should have the opportunity to enjoy and achieve to their full potential. We are committed to praising and celebrating achievement. We want our pupils to have high expectations of themselves to understand the value of service to others and our responsibility as stewards of the environment. Everyone has a contribution to make in helping to build the common good. We aim to equip our pupils with the ability to make good choices in their lives based on the positive relationships and values they have learned in St Joseph's.

We aim to help each of our pupils to develop morally and spiritually. We want them to achieve economic well-being while being mindful of the needs of others who are less fortunate.

We are committed to aspiring for excellence in all that we do for the sake of the gospel.

Head teacher

National Policies and guidance/courses referred to and incorporated into SJCS Policy:

| Document/Course Title: | Document/Course Date: |
|---|------------------------------|
| Instructions for Conducting Examinations [ICE] | JCQ |
| General regulations for approved centres [GR] | JCQ |
| Access Arrangements & Reasonable Adjustments [AA] | JCQ |
| Suspected Malpractice in Examination and Assessments [SMEA] | JCQ |
| Instructions for conducting non-examination assessments [NEA] and the instructions for conduction of controlled assessment & coursework | JCQ |
| Post- Results Services [PRS] | JCQ |
| A guide to the special consideration process [SC] | JCQ |
| The Exam Office | EO is a member |
| Exams Officer Association Conference | 2/10/14 & 14/10/14 |
| Exam Office Network meetings | 16/03/2016 & 10/11/2016 |

Other SJCS Policies that relate to this Policy:

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|---|
| Internal Appeals Policy |
| Internal Moderation Policy |
| Controlled Assessment & Non-Examination Assessment Policy |
| Data Protection & Information Handling Policy |

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|---|
| Safer Recruitment Policy |
| Examination Contingency Plan |
| Evacuation of Exam Room |
| Use of Word Processors in Exams Policy |
| Access Arrangements Policy |
| Behaviour Policy |
| Special Educational Needs Policy |
| Equality & Diversity Policy |
| Supporting Students with Medical Conditions |

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Part 1 – General information

1. EXAM RESPONSIBILITIES

It is the responsibility of everyone involved in the centre's exam processes to read, understand and implement this policy

Head of Centre – Overall responsibility that the examination process is managed according to JCQ and awarding body regulations, guidance and instructions:

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications; [GR](#), [ICE](#), [AA](#), [SMEA](#), [NEA](#)
- Approves the annual National Centre Number Registration declaration
- Advises on appeals and review of results and ensure appeals procedures are in place
- Responsibility for reporting all suspicions or actual incidents of malpractice. JCQ [[SMEA](#)]
- Ensures risk to the exam processes are assessed and appropriate risk management processes/contingency plans are in place
- Ensures that all staff involved with key tasks within the exam process are appropriately trained and meet all exam deadlines

Exams Officer (EO) – Manages the administration of public and internal exams and analysis of exam results:

- Understands the contents of annually updated JCQ publications including: [GR](#), [ICE](#), [SMEA](#), [NEA](#), [PRS](#)
- Ensures the JCQ and other key exam policy and procedure changes are communicated to key staff with exam responsibilities
- Advises the senior leadership team, subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various Awarding Bodies
- Oversees the production and distribution to staff, governors and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- Ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them, including issuing personalised timetables.
- Consults with teaching staff to ensure that necessary coursework and assessments are completed on time and in accordance with JCQ guidelines
- Ensures EO key exam tasks are undertaken and key dates and deadlines met
- Receives, checks and stores securely all exam papers and completed scripts
- Administers access arrangements that have been advised by the SENCo and supports with evidence of use during Mock examinations, including those which are centre determined e.g., Makes applications for special consideration for candidates after examinations or Controlled Assessment/NEA where it is appropriate.
- Identifies and manages exam timetable clashes
- Setting up accreditation with Awarding Body and thereafter being the point of contact for exam administration
- Accounts for income and expenditures relating to all exam costs/charges
- Line manages the invigilators organising the recruitment, full training and monitoring of a team of exams invigilators responsible for the conduct of exams
- Ensures the recruitment and continued employment of invigilator's is in accordance with the Safer Recruitment Policy
- Ensures invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- Provides an invigilation handbook or briefs invigilators accordingly

- Submits candidates' NEA & coursework marks, tracks despatch and stores returned NEA & coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- Arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/review of results requests
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites
Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s)
- Maintains systems and processes to support the timely entry of candidates for their exams
- Issues relevant JCQ information to candidates
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
 - exam 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
 - 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
- 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
- Ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Accompanies *"the Inspector **throughout** the course of his or her centre visit, including inspection of the centre's secure storage facility."* [[ICE](#) Introduction]
- Provides seating plans for exam rooms according to JCQ and awarding body requirements and a process is in place to verify candidate/ student identity
- Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements
- Ensures sole invigilators have an appropriate means of summoning assistance
- Provides an exam room incident log in all exam rooms for recording any incidents or irregularities
- Ensure the Exam Room Evacuation Process is update and available in the exam room for each exam
- Ensures that for candidates who arrive very late for an exam the JCQ late arrival for examination process is followed
- Liaises with the host or entering centre, for transferred candidates and completes a required documentation
- Where relevant informs the candidate of the arrangements that have been made for their transferred candidate arrangements
- Ensures there is a plan in place to support the delivery of exam papers for a transferred candidate and that the staff who will manage the exam room at the transfer centre are appropriately trained
- Ensures that for transferred candidates there is a process in place to deal with emergency access arrangements as they arise at the time of exams

Deputy Head

- Familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications; [GR](#), [ICE](#), [AA](#), [SMEA](#), [NEA](#)

- Organisation of teaching and learning
- External validation of courses followed at key stage 4 / post-16
- Guidance and careers information

Heads of department/school/curriculum

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries
- Involvement in post-results procedures
- Accurate completion of NEA, coursework / assessment mark sheets and declaration sheets
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the EO
- Ensures teachers keep themselves updated with awarding body teacher-specific information confirm effective delivery of qualifications
- Informs the EO immediately, or at the very least prior to the deadlines, of any subsequent changes to final entry information, which includes
 - changes to candidate personal details
 - amendments to existing entries
 - withdrawals of existing entries
- Checks final entry submission information provided by the EO and confirms information is correct
- Does not enter the exam room during an examination

Teachers

- Notification of access arrangements (as soon as possible after the start of the course)
- Submission of candidates' names for entries to heads of department/school/curriculum
- 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 teacher-specific information to confirm effective delivery of qualifications
- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments
- Support the SENCo in implementing access arrangements during lessons, and to show the normal way of working for the student

SENCo

- Familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications; JCQ [\[AA\]](#)
- Application and processing of Access Arrangements and Reasonable Adjustments process
- Works with the qualified Access Arrangements Assessor on all matters relating to assessing the students and the administration of the assessment process
- Provides access information to EO by autumn half-term for students in Year 11
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims
- Ensure that evidence of Access Arrangement Assessor qualification is available when requested by a JCQ Centre Inspector
- Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements thereby ensuring that gathered **evidence** supports 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 **candidate personal data consent form** from candidates where required
- Completes a **Data Protection** confirmation form
- Applies for **approval** through *Access Arrangements Online* (AAO), 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 a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Submits request for modified papers by JCQ deadline through *Access Arrangements Online* (AAO)
- Supports EO with allocation of TA staff to deliver access arrangements in the Exam Room

Invigilators

- Attend training, update, briefing and review sessions as required
- Performs duties before, during and after the examination as instructed by the EO and in accordance with JCQ exam procedures
- Provides information on availability when requested
- Signs a confidentiality and security agreement to confirm whether they have any current maladministration / malpractice sanctions applied
- Ensures that the integrity of the examination is never compromised
- Ensures that examination papers are never left unattended once delivered by the EO

Reception staff

- Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential materials
- To complete the Log provided by the EO in order to track when deliveries arrived

Candidates

- Confirmation and signing of entries
- Understanding coursework and assessment regulations and signing appropriate declaration that authenticates the work as their own
- Arriving at examination in good time with correct and required materials
- Unauthorised absence from an exam will result in candidate being changed the entry fee for examination

2. THE STATUTORY TESTS AND QUALIFICATIONS OFFERED

The statutory tests and qualifications offered at this centre are decided by the head of centre, heads of curriculum and the senior leadership team.

The statutory tests and qualifications offered are GCSE, BTEC, CAMBRIDGE NATIONAL, ENTRY LEVEL CERTIFICATE

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the EO must be informed by 31st March each year.

Decisions on whether a candidate should not take an individual subject or all NCT's will be taken in consultation with the candidates, parents or guardians, SENCo, Head of Key Stage and the Heads of Subject. At Key Stage 3 all candidates will take English, Mathematics and Science. The school will consider the use of intervention or booster strategies in connection with any candidates who are unlikely to attain the minimum level.

At Key Stage 4 All candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

Where it is appropriate students with English as an Additional language will be offered the opportunity to take a GCSE in their home language

3. EXAM SEASONS AND TIMETABLES

3.1 Exam seasons

- Internal exams are scheduled in September, January and June
- External exams are scheduled mainly in May and June but a small number of exams may be available in November & January
- All internal exams are held under external exam conditions.
- Which exam series are used in the centre is decided by the head of centre and the heads of subject

3.2 Timetables

- Once confirmed, the EO will circulate the exam timetables for internal and external exams. A copy will also be available on the website.

At some point during one of the Exam Season you will receive a no notice visit from a JCQ Inspector. Who will want to:

- Observe how an exam is run – will ask to sit at the back of the main exam room for a short time and visit all exam rooms
- Check that appropriate posters are displayed
- Check security of exam papers and stationery
- Check Access Arrangement paperwork with SENCo and qualifications evidence of the person who undertook the testing for the access arrangements
- If the SENCo is unavailable a member of SLT must meet the inspector
- View Exam Policy documents: (although it should also be noted that inspectors could in addition ask to see any written policies/procedures as stated in the JCQ regulations)
 - Procedure for the emergency evacuation of the examination room.
 - Examination contingency plan/Examinations Policy.
 - Internal Appeals Procedure.
 - Policy covering the management of GCSE controlled assessments, including risk management and staff responsibilities.
 - Policy covering the management of Non-Examination Assessments (NEA), including risk management and staff responsibilities.
 - A Disability Policy showing your centre's compliance with relevant legislation, i.e. Equality Act 2010.
 - Whistleblowing policy
 - Word processor policy
 - Conflicts of Interest
 - Escalation Process
 - Complaints policy

4. ENTRIES, ENTRY DETAILS AND LATE ENTRIES

4.1 Entries

- Candidates are selected for their exam entries by the heads of subject and the subject teachers
- Candidates, parents or guardians, can request a subject entry, change of level or withdrawal
- It is by exception that the centre accepts private candidates

4.2 Late entries

- Entry deadlines are circulated to heads of department and subject teachers.
- Late entries are authorised by the heads of department and EO

5. EXAM FEES

5.1 Exam Fees

- The centre will pay all normal exam fees on behalf of candidates including those taking a GCSE in their first language
- Late entry or amendment fees are paid by departments
- Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies
- The centre reserves the right to charge the candidate the entry cost for any missed exams where the absence was unauthorised.

5.2 Examination Resits

- Where department heads request a pupil to resit an examination the department will bear the cost including administration
- Where a pupil (or parent / guardian) request a pupil to resit an examination, the candidate will bear the cost including administration

6. BTEC REGISTRATION AND CERTIFICATION

Have in place a secure, accurate and accessible audit trail to ensure that individual learner registration, and certification claims can be tracked to the certificate which is issued for each learner.

6.1 Registration

- Register individual learners to the correct programme within the agreed timescale
- Liaise with departments to ensure the registrations are accurate
- Inform learners of their registration status
- Inform the awarding body of any withdrawals, transfers or changes

6.2 Certification

- Claim valid learner certificates within the agreed timescale
- Ensure certificate claims are based solely on internally verified assessment records
- Audit all certificate claims
- Audit the certificates received from the awarding body to ensure accuracy and completeness
- Keep all records safely and securely for three years post certification.

Roles and responsibilities

Exams Officer

- To liaise with all departments delivering a BTEC qualification regarding registrations
- Register all learners within the timeframe stated by Pearson
- Ensure that all registrations are made accurately and any changes in details are updated immediately
- Gather all certificate claims from the relevant departments in time for August certification
- Ensure that all certification claims are made accurately and in line with internal assessment outcomes

Heads of Department

- Inform the exams officer of all students that need to be registered at the start of each academic year
- Keep clear and concise records of learner assessments
- Notify the exams officer of any withdrawals, transfers or changes immediately
- Ensure that assessment data is provided in time for certification claims

7. THE DISABILITY DISCRIMINATION ACT (DDA), SPECIAL NEEDS AND ACCESS ARRANGEMENTS

7.1 DDA

"The centre agrees to...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. A written disability policy setting out how the centre seeks to comply with the Equality Act 2010 and fully supporting disabled candidates must be available for inspection purposes." [\[GR\]](#)

- The Disability Discrimination Act 2010 extends the application of the DDA to general qualifications. All exam centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

7.2 Special Needs

- A candidate's special needs requirements are determined by the SENCo and educational psychologist / specialist teacher
The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENCo can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam
- Assessment of Access Arrangements will be on a student by student basis; however, 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

7.3 Access Arrangements/ Reasonable Adjustment

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQ^{CIC} awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. JCQ [AA]

- Students identified as having additional needs in the classroom will have the opportunity to show this need during mock exams. This will help to gain additional evidence to support an application for AA.
- An application for AA can only be made if it is the students' normal way of working.
- Students with additional needs will be identified by the SENCO with the help of teaching staff.
- Observations/assessments for AA will be provided for all students highlighted as having an additional need.
- The EO will organise exam rooms based on the needs of the students. This will comply with JCQ regulations. The SENCO will be consulted to make sure the correct arrangement is in place for each student.
- Applications for AA will be completed by the SENCO and submitted in conjunction with the EO before the set deadline. This information will be shared with candidates so they are aware of the provision they have in place. All applications are made on the Centre Admin Portal (CAP).
- Whilst it is expected that an access arrangement will be used it is at the candidate's discretion whether they actually use the arrangement that has been put in place
- Where an exam is not covered by JCQ arrangements access will be agreed directly with the Exam Board
- Invigilation and support for access arrangement candidates will be organised by the EO with the SENCO and will be a mixture of TA staff and Invigilators
- Student will receive cards on their exam desk to remind them of the AA they are entitled to

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment."

[JCQ website]

- Pupils who cannot access the hall will be given alternative rooms for exams. This includes those who suffer injury during the exam season. Additional rooms will be set out using JCQ regulations
- Any specialist equipment required will be provided by the school e.g. word processors
- In circumstances where an injury is obtained any late AA will be submitted by the SENCO as soon as the school is made aware.
- Aid of a reader or scribe will be provided by the school

- Students who require the use of an overlay will be provided with one by the SEN department. The SENCo will notify the EO of which students should arrive with an overlay on exam days

7.4 Medical needs

When dealing with medical needs JCQ regulations must be maintained at all times.

- The EO should be notified of any students who have medical conditions that may arise in exams. Invigilators will be briefed on a need to know basis.
- Reasonable adjustments are made when needed to support students in exams
- If a student needs medication during an exam the first aider may enter the exam room. Alternatively, students in the main hall may be escorted by an invigilator to reception under exam conditions
- Those who require toilet/rest breaks will be provided with a red card which they are to raise when needed. The invigilators are trained to know what this means and will escort the student out of the room. Exam conditions will be maintained at all times.

All access arrangements and reasonable adjustments will be considered in line with the equality act 2010

7.5 Checking the Assessors' Qualifications

An access arrangements assessor must have successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. The training must include the following:

- the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals; the appropriate use of nationally standardised tests for the age group being tested
- the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading comprehension, reading speed and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered
- the appropriate selection and objective use of tests of cognitive skills
- the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional.
- A private assessor is arranged by the SENCO pending approval by the deputy head (pastoral).
- The assessor will be required to provide proof of their qualifications and any yearly updates.
- Qualifications will be checked by the SENCO before any tests are conducted.
- A copy of the assessor's qualifications are held on file with the EO for reference and provision at the time of inspection by JCQ.

8. DATA PROTECTION (EXAMS)

8.1 JCQ Privacy Notice

- The JCQ privacy notice will be shared with all students at the beginning of the course, this will then be shared again when students are entered for exams.
- Students will sign to say that they have read and understood the document
- The document will be put onto the school website for students to refer to, it can also be seen on the exams notice board.

8.2 Student data

- Data will be passed to exam boards through A2C using secure EDI files. Where this is not possible the exam board secure site will be used.
- Any exam data that the school holds will be shared with the student upon request
- Data regarding results will be shared with students at the earliest possible date
- Any medical information will be shared with the invigilators on a need to know basis, this will be discussed with the student prior to exams.

8.3 Certificates

- Certificates should not be withheld from students and should be shared at the earliest possible date

- We will hold a certificate evening in November which all exam students are invited to. Those who cannot attend will be invited to collect their certificates from reception, at a date suitable for them.

9. WHISTLEBLOWING (EXAMS)

Please reference our separate policy

10. ESTIMATED / TARGET GRADES

Estimated Grades – The heads of department will submit estimated grades under the normal school procedures to monitor pupil progress.

11. MANAGING INVIGILATORS, SEPARATE INVIGILATION AND EXAM DAYS

11.1 Managing invigilators

- External invigilators will be used for internal and external exams
- The recruitment of invigilators is the responsibility of the EO and Head of Centre
- Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the school business manager
- All invigilators DBS check should be up to date and comply with the Safer Recruitment Policy
- The annual training of invigilators and internal staff supporting access arrangements is the responsibility of the EO
- Wiltshire LA require invigilators be paid a minimum of 1 hours pay in any 3 rolling month period and a pay slip produced. This ensure that the DBS check remains valid
- DBS fees for securing such clearance are paid by the centre
- Invigilators are timetabled and briefed by the exams EO
- Invigilators rates of pay are set by the centre administration

11.2 Separate Invigilation

- Occurs when students cannot be housed in the main exam room, this can be due to the following:
 - Medical – where a student had a medical condition that may impact their exam performance, and being in the main exam room may cause added stress or pressure
 - Special Education Needs (SEN) – Where a student requires access arrangements that cannot be accommodated in the main exam room
 - Behavioural – where a student has been disruptive in the main exam room and needs to be isolated for the performance of other students
- Where 1:1 invigilation occurs within the centre there must be a roving invigilator. The role of the roving invigilator is to ensure that exam protocol is being adhered to in each room.
- Where a TA who has prepared the student for exams is present and additional invigilator will be in the room.

Roles and responsibilities

Head of Centre

- To ensure that there is appropriate accommodation for all exam students

Senior Leadership Team (Behaviour)

- To discuss with the exams officer students whose behaviour may pose an issue in exams
- To notify the exams officer of behaviour strategies and the need for separate invigilation

SENCO

- To highlight students that will need separate invigilation due to medical or SEN
- Discuss alternative provisions with the exam officer

Exams Officer

- To collate information from relevant staff members
- To allocate students and invigilators to rooms
- To advise the relevant invigilators of the students' needs
- To train invigilators how to work with students who have access arrangements, medical needs or behavioural issues
- To make sure that the students and invigilators are both comfortable with the arrangements

- To allocate a roving invigilator to check on all exam rooms, paying particular attention to those who have one-to-one invigilation

Invigilators

- To support students with and needs
- Before the start of every exam: Explain to access arrangement students why they are there and the support they can offer
- Be sensitive to the medical needs of students
- Make sure the environment is suitable for the students

11.3 Exam days

- The EO will book all exam rooms and will make the question papers, other exam stationery and materials available for the invigilator
- The EO is responsible for co-ordinating the setting up of the exam room
- The EO will ensure the invigilators start all exams in accordance with JCQ guidelines
- In practical exams subject teachers must be available in case of any technical difficulties.
- Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Papers will be distributed to heads of department by the EO after the published finishing time of the exam, or when all candidates in centre have finished the exam
- Subject staff may be present before the start of the exam (outside the exam room)
- The EO should ensure invigilators only allow “authorised” persons in the exam room – subject teachers are not allowed in the examination room.
- Authorised persons will be decided by the HOC

12. FOOD AND DRINK POLICY (EXAMS)

“Food and drink may be allowed in the examination room at the discretion of the head of centre. However, this is on the condition that any food or drink brought into the examination room whether by the candidate or the centre is free from packaging and all labels are removed from drink containers.” JCQ [ICE] chapter 18

Purpose of the policy

This policy details how the centre deals with food and drink within an exam and defines staff responsibilities

12.1 Food

- Food is not permitted in the exam room unless a student has exceptional circumstance.
- An exceptional circumstance may be considered as a medical condition and should be discussed with the Exams Officer.

12.1.1 Exceptional Circumstances

- The Exams Officer and student will discuss an action plan for exams that both suits the student, and falls within JCQ regulations
- Invigilators for the exam room will be informed of the medical condition and need for food
- All food should be placed on the desk, wrappers are to be removed prior to entering the room

12.2 Drink

- All drinks must be in a clear bottle
- Any packaging or labels must be removed
- There must not be any writing on the bottle
- Students are only permitted to have water in the exam room
- Large capped water bottles will be inspected

Roles and responsibilities

Head of centre

- To ensure that the policy fits in with JCQ regulations on food and drink within the exam

Senior leadership Team

- To check ensure a final reminder is made before students enter the exam room
- To make sure that students are not chewing gum when they enter the exam room

Special educational needs coordinator (SENCo)

- To ensure that all student who have a medical need are highlighted to the exams officer

Exams officer

- To inform students of the Food and Drink Policy
- To discuss the policy on an individual basis for those that have exceptional circumstances
- To write any action plans that may be needed
- Inform the invigilators of the students who may require food
- To follow JCQ guidance on food and drink
- To notify the exam board if any unauthorised food or drink enters the exam room, and if this is a suspected malpractice

Invigilators

- To monitor the food and drink being brought into the exam room
- To make sure that all labels and wrappers are removed
- To notify the exams officer if these rules have not been followed, and if they suspect this is due to malpractice

13. BEHAVIOUR POLICY (EXAMS)

- A high standard of behaviour is vital for all students sitting exams
- Disruptive behaviour is not acceptable in exams. There are a strict set of guidelines from JCQ that must be followed.
- Consequences of disruptive behaviour is outlined to students in their exams assembly
- Disruptive behaviour may be detrimental to the results of other students
- Invigilators will monitor behaviour in exams and warn students of the possible consequences
- If disruptive behaviour continues the exams officer will be called to assist
- If the exams officer cannot calm the students behaviour a member of SLT will be contacted
- Whilst in an exam students must remain under staff supervision
- The exams office will be equipped to hold any students at short notice for one-to-one supervision
- If a student is disrespectful to a member of staff additional sanctions may be put in place
- If a student cannot maintain a good standard of behaviour whilst in the exam room, alternative arrangements will be considered
- Electronic devices must not be on a student's person when they enter an exam room. This includes mobile phones, all watches etc.
- Students must not discuss any exam content on social media, this could result in malpractice
- Students should enter and leave the exam in silence, being mindful of those still working
- Uniform must be upheld in exams

14. EMERGENCY EVACUATION POLICY (EXAMS)

*"You **must** have a **written** centre policy for dealing with an emergency evacuation of the examination room, which will be subject to inspection by the JCQ Centre Inspection Service." JCQ [\[ICE\]](#)*

Purpose of the policy

This policy details how the centre deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat. In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents. The centre's processes for evacuation of the exam room (bomb alert or fire alarm) comply with JCQ guidelines

- The centre's processes for evacuation of the exam room (bomb alert, gas leak or fire alarm) comply with JCQ guidelines

Roles and responsibilities

Head of centre

- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

Senior leadership Team

- Where responsible for the centre-wide emergency evacuation procedure, ensures all staff and appointed fire marshals are aware of the exams evacuation policy. They must also be aware of the procedures to be followed when an emergency evacuation of an exam room is required

Special educational needs coordinator (SENCo)

- Ensures where needed appropriate arrangements are in place for the emergency evacuation of a disabled candidate from an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency evacuation

Exams officer

- Ensures invigilators are trained on emergency evacuation procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate exam handbook), prior to exams taking place, on what will happen in the event of an emergency in the exam room
- Provides invigilators with a copy of the emergency evacuation procedures for each exam room (Green copy to display and a copy in the blue folder)
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate and briefs invigilators prior to each exam
- Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

Invigilators

- By attending training, ensure they understand what to do in the event of an emergency in the exam room
- Follow the actions required in the emergency evacuation procedure issued to them for each exam room
- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Invigilators will follow the following process:

- In the event of an emergency evacuation students are to stop what they are doing close their exam paper and wait for instructions. Those on word processors must save their work.
- Invigilators will be trained on the process they must follow.
- The lead invigilator will note the time the alarm started.
- Students will be instructed that they are still under exam conditions until the paper is completed. Therefore, exam conditions must be maintained throughout the fire procedure.
- The lead invigilator will ask the students to leave the hall a row at a time. They must leave the hall using the door to the playground.
- Exam students must walk across the playground and up onto the field where they must stand spread out. Invigilators will check that the space between students is adequate.
- The lead invigilator or EO will then take the register.
- Students must remain on the field in silence and maintain the distance between them.
- The EO will notify the lead invigilator when students can return the exam hall.
- The students will be reminded to return to the hall in complete silence maintaining exam conditions. Students will then be released into the hall a row at a time.
- Once all seated back in the hall the lead invigilator will make a note of the time. The students will be notified that the time taken for the evacuation will be accounted for.

- The lead invigilator will then re-start the exam.

Centre emergency evacuation procedure

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/centre-emergency-evacuation-procedure> [JCQ]

Other relevant centre staff

- Support the senior leader, SENCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam room.
- Depending on the impact of the interruption the Exam Office will use the special consideration process to make the Awarding Body aware of the impact on the student's performance. JCQ [SC]
- A copy of the Evacuation process for Examination Room is available in Appendix 5.

15. LOCKDOWN PROCEDURES

Purpose of the policy

This policy details how the centre deals with an emergency lockdown of the exam room(s) by defining staff roles and responsibilities and confirming the emergency lockdown procedure

When is an emergency lockdown required?

An emergency lockdown is required where it is determined that an external threat has entered the school site. The centre's processes comply with JCQ guidelines

Roles and responsibilities

Head of centre

- Ensures the emergency lockdown policy for exams is fit for purpose and complies with relevant health and safety regulation

Senior Leadership Team

- Where responsible for the centre-wide emergency lockdown procedure, ensures all staff are aware of the exams lockdown policy. They must also be aware of the procedures to be followed when an emergency lockdown of an exam room is required

Special educational needs coordinator (SENCo)

- Ensures where needed appropriate arrangements are in place for the emergency lockdown of a disabled candidate in an exam room where different procedures or assistance may need to be provided for the candidate
- Ensures the candidate is informed prior to taking their exams of what will happen in the event of an emergency lockdown

Exams officer

- Ensures invigilators are trained on emergency lockdown procedures and how an incident and actions taken must be recorded
- Ensures candidates are briefed (Candidate exam handbook), prior to exams taking place, on what will happen in the event of a lockdown in the exam room
- Provides invigilators with a copy of the emergency lockdown procedures for each exam room (a copy in the blue folder)
- Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the lockdown alarm sounds
- Provides an exam room incident log in each exam room
- Liaises with the SENCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate and briefs invigilators prior to each exam
- Ensures appropriate follow-up is undertaken after an emergency lockdown reporting the incident to the awarding body and the actions taken through the special consideration process

Invigilators

- By attending training, ensure they understand what to do in the event of a lockdown in the exam room
- Follow the actions required in the emergency lockdown procedure issued to them for each exam room

- Confirm with the exams officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating

Invigilators will follow the following process:

- In the event of an emergency lockdown students are to stop what they are doing close their exam paper and wait for instructions. Those on word processors must save their work.
- Invigilators will be trained on the process they must follow.
- The lead invigilator will note the time the alarm started and ensure all doors are locked.
- Students will be instructed that they are still under exam conditions until the paper is completed. Therefore, exam conditions must be maintained throughout the procedure.
- The lead invigilator will ask the students move to the edge of the hall away from all doors and sit against the wall where they cannot be seen through the main doors.
- If students are in a classroom they will sit under their desk.
- Once the intermittent alarm stops students may return to their desks and await further instruction from the EO

16. CANDIDATES, CLASH CANDIDATES AND SPECIAL CONSIDERATION

16.1 Candidates

- The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.
- Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.
- Disruptive candidates are dealt with in accordance with JCQ guidelines.
- Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case an invigilator or the EO must accompany them.
- The EO will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with JCQ guidelines.

16.2 Clash candidates

- The EO will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.
- Overnight supervision must only be used as a last resort and must be signed off by the HoC. JCQ forms must be completed through the Centre admin portal (CAP)

16.3 Special consideration [JCQ SC]

- Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the EO, or the exam invigilator, to that effect.
- The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.
- The EO will then submit a completed special consideration request to the relevant awarding body within seven days of the exam.
- Neither the candidate nor the exam centre will be informed of the marks awarded to support the Special Consideration just whether it was accepted or declined by the Awarding Body.
- All applications for special consideration must contain evidence from SLT.
- Candidates will receive written confirmation of the application submission

17. VERIFICATION OF CANDIDATE'S IDENTITY

- The school does not accept private candidates to sit examinations, as all candidates are internal, their identities are automatically checked on entry to the school as part of the admissions procedures.
- The pupils are known to all the staff. The candidates are checked in by a member of SLT and form teachers before entering the exam room.
- Once seated the invigilators will check again before the exam starts that the candidates are sitting in the correct seat.

18 BTEC ASSESSMENT AND INTERNAL VERIFICATION

18.1 Assessment

- To ensure that assessment methodology is valid, reliable and does not disadvantage or advantage any group of learners or individuals
- To ensure that the assessment procedure is open, fair and free from bias and to national standards
- To ensure that there is accurate and detailed recording of assessment decisions.

Roles and responsibilities

Quality Nominee

- Monitor standards verification/external examination reports and undertake any remedial action required
- Share good assessment practice between all BTEC programme teams
- Ensure that BTEC assessment methodology and the role of the assessor are understood by all BTEC staff
- Provide resources to ensure that assessment can be performed accurately and appropriately.

Head of Department

- Ensure that learners are provided with assignments that are fit for purpose, to enable them to produce appropriate evidence for assessment
- Produce a clear and accurate assessment plan at the start of the programme/academic year
- Provide clear, published dates for handout of assignments and deadlines for Assessment
- Assess learner's evidence using only the published assessment and grading criteria
- Ensure that assessment decisions are impartial, valid and reliable
- Not limit or 'cap' learner achievement if work is submitted late
- Develop assessment procedures that will minimise the opportunity for Malpractice
- Maintain accurate and detailed records of assessment decisions
- Maintain a robust and rigorous internal verification procedure
- Provide samples for standards verification/external examination as required by the awarding organisation

Exams Officer

- Ensure that all assessments decisions are gathered from departments and held on record ready for certification

18.2 Internal Verification

- Where required by the qualification, a Lead Internal Verifier is appropriately appointed for each subject area, is registered with Pearson and has undergone the necessary standardisation processes
- Each Lead Internal Verifier oversees effective Internal Verification systems in their subject area
- Staff are briefed and trained in the requirements for current Internal Verification procedures
- Effective Internal Verification roles are defined, maintained and supported Internal Verification is promoted as a developmental process between staff
- Standardised Internal Verification documentation is provided and used
- All centre assessment instruments are verified as fit for purpose
- An annual Internal Verification schedule, linked to assessment plans, is in place
- An appropriately structured sample of assessment from all programmes, units, sites and Assessors is Internally Verified, to ensure centre programmes conform to national standards
- Secure records of all Internal Verification activity are maintained
- The outcome of Internal Verification is used to enhance future assessment practice.

19. QUESTION PACK PROCEDURES

19.1 Types of forms

- Initial delivery form
- Secure room log
- Paper unpacking check
- Exam day paper check

19.2 Initial delivery

- As soon as an exam package arrives on site reception will complete their log to say it has been delivered.
- The details include exam board, date, time, delivery reference number and who took the delivery
- The EO or next available key holder will then be contacted
- The key holder will assess whether the site team need to be called to transport parcels to the secure room.

19.3 Secure room log

- Once in the secure store the key holder will fill in the secure room log.
- The details include exam board, date, time, delivery reference number and who is signing the parcel in
- If the EO is not available the key holder will ensure the parcel is left securely and inform the EO as soon as they return.

19.4 Paper unpacking check

- The EO will check the delivery note provided and ensure that the contents of the box match
- The form for noting this will be pre-populated with the exam and number of entries. The following sections will need to be completed: Date, number of papers received and if it matches the delivery note.
- Papers will then be placed into the secure storage facility in date order.
- If there are any discrepancies with the delivery the exam board will be contacted immediately

19.5 Exam Day paper check

- When taking papers out of the secure store there will always be two members of staff present, this is usually the EO and an invigilator.
- There will be a pre-populated sheet with all upcoming exams.
- The EO and invigilator will check that all details on the front of the exam pack match up with what is written on the sheet. The details we will look at are: Title of exam, exam code, date, time and exam board.
- The EO and invigilator will then sign to say it is correct.
- This procedure can be done up to 90mins prior to the exam if splitting the packs or uploading to a computer reader.
- Printing of digital papers must be done in a secure and controlled environment.
- Readers and Scribes must not open the paper prior to the start time in order to prepare.

20. RESULTS, CLERICAL RE-CHECKS, REVIEW OF MARKING, REVIEW OF MODERATION, ACCESS TO SCRIPTS AND APPEALS TO THE AWARDING BODIES

20.1 Results

- Candidates will receive individual results slips on results days either in person at the centre, by post to their home address or by email (when requested specifically by a candidate).
- Arrangements for the school to be open on results days are made by the Head of Centre.
The provision of staff on results days is the responsibility of the Head of Centre.

20.2 Clerical re-checks, Review of marking and moderation

- May be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.
- If a result is queried, the EO, teaching staff and Head of centre will investigate the feasibility of asking for a review at the centre's expense.
- When the centre does not uphold a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.
- Candidates must be made aware that their exam results can go up, down or stay the same as a result before the request is sent to the Awarding Body.
- Written permission must be received from the candidate before any application is made
- Where the candidate has requested it is expected that the candidate will pay the costs of the service.

20.3 Access to scripts

- After the release of results, candidates may ask subject staff to request the return of papers.
- Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

- GCSE review of results cannot be applied for once a script has been returned.

21. CERTIFICATES

- Certificates will be collected in person from school or the candidate can give written consent for someone to collect on their behalf. They will only be posted (recorded delivery) as the very last option where the EO is unable to contact the candidate or the candidate accepts responsibility if the certificates are lost or damaged in transit.
- Once the certificates are issued to the student any further requests for copies or replacements must be made by the student directly with the Awarding Body. With the candidate responsible for paying any costs incurred.
- The EO can provide a statement of results (via SIMS) if requested by the candidates – there will be no charge for this. This can be emailed.
- The centre will make every effort to ensure the certificates are collected. Awarding Body advice is that certificates should be retained for 12 months, and after this time they can be destroyed. However, the centre must be able to account for the certificates for 6 years so all actions must be logged.

Appendix 1

EXAMINATION CONTINGENCY PLAN

This plan complies with JCQ general regulations:

"...has in place a written examination contingency plan/examinations policy which covers all aspects of examination administration. This will allow members of the senior leadership team to have a robust contingency plan in place, minimising risk to examination administration, should the examinations officer (EO) be absent at a crucial stage of the examination cycle. (The examination contingency plan/examinations policy should also reinforce procedures in the event of the centre being unavailable for examinations owing to an unforeseen emergency.)" JCQ [\[GR\]](#)

The Contingency Plan reviews the potential risks and issues that could cause disruption to the management and administration of the exam process at the centre, 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 and to have a consistent and effective response.

Contingency planning

Alongside internal processes, this plan is informed by the Ofqual (and Northern Ireland Council for the Curriculum, Examinations and Assessment) Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication What schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the JCQ Joint Contingency Plan for the Examination System in England, Wales and Northern Ireland and the JCQ document Preparing for disruption to examinations (Effective from 1 September 2023).

This plan also confirms compliance with JCQ's General Regulations for Approved Centres (section 5.3) 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 where the head of centre, examinations officer or SENCo is absent at a critical stage of the examination cycle. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency. The potential impact of a cyber-attack should also be considered.

National Centre Number Register and other information requirements

The head of centre will also ensure that has a contingency to enable the prompt handling of urgent issues only, responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put

qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. Heads of centre should ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself.

Causes of potential disruption to the exam process

1. Exam officer extended absence (non-exam day)

Action

- Normal school absence policy would be followed with line manager & headteachers PA informed of absence
- EO will advise of any critical activities and any mitigation action can be taken dependent on any imminent priority or deadline tasks

Mitigation

- The EO role is part of the school Support team the School Business Manager will take over in any event of unforeseen absence/ unavailability. The SBM would therefore review the situation and deputise accordingly, however the EO has documented key activities and deadlines within in this document which should be used if absence is sustained
- All members of the invigilating team also receive regular exam process training so may be able to take on some responsibilities of the EO in an emergency. Further support and guidance can also be gained from EO at Wyvern College St. Edmunds or the Exam Support Network

2. Exam officer absence (Examination day)

Action

- Absence should be reported to SBM as soon as practically possible. The EO has mobile numbers for SBM and Head of Centre for emergencies
- If EO does not arrive at school 1 hour before expected start time the EO should be treated as absent. The following will need to take place and SBM will access exam papers and work with invigilators to get exam underway
 - Exam papers to be retrieved from storage following JCQ regulations by alternative key holder
 - Exam box to be taken out of exam cupboard (prepared rooming plan with access arrangements indicated, desk labels etc. will already be in the box)
 - IT Manager to support setting up computers / any ICT arrangement
 - Extra site staff as necessary to assist setting up the examination room
 - Exam papers only to be opened when only invigilators in the examination room (before exam papers are opened ensure 2nd person checks date and session)
 - Lead invigilator will start the exam as normal
 - A member of staff (SBM, Deputy head (academic) or Head Teachers PA) will be on call (via Walkie Talkie's) should there be any support required in the exam room
 - Once the exam has been finished the invigilator will return the exam papers to SBM who will lock in secure storage
 - Exam papers should be dispatched next day via Yellow Label service to Awarding Bodies along with completed attendance register
 - Exam boxes for next day's exam should be prepared and check should be made that examination papers are in safe

As the school only has one EO it would be recommended that support and advise is requested from neighbouring school (Wyvern St. Edmunds) if unplanned absence on critical Exam Day to ensure no impact on students.

Mitigation

- The EO role is part of the school Support team the School Business Manager will take over in any event of unforeseen absence/ unavailability. The SBM would therefore review the situation and deputise accordingly, however the EO has documented key activities and deadlines within in this document which should be used if absence is sustained
- All members of the invigilating team also receive regular exam process training so may be able to take on some responsibilities of the EO in an emergency. Further support and guidance can also be gained from EO at Wyvern St. Edmunds or the Exam Support Network
- Exam Boxes are prepared the night before an exam

3. Absence of staff member with Exam Responsibilities

Action

- Normal school absence policy would be followed with line manager & Head Teachers PA informed of absence
- Head Teachers PA would then inform EO/ Line manager to discuss any key activities/ deadlines which are required. Cover for tasks would be allocated if tasks deemed critical

Mitigation

- Ensuring deadlines are set and communicated to staff in advance, always building in some time contingency to allow for issues. Good and clear communications both with teaching staff and HODs is key.
- EO chasing when timelines are not met, as EO may not be aware staff member absent.
- When issues do occur EO to speak to relevant Awarding Body and explain the situation, for example it may be better to enter student by entry date but withdraw at later date with no charge than to incur late entry penalties. The action taken should be communicated to SBM & line manager of absent staff member.

4. Invigilator absence or shortage on peak days

Action

- EO to see if support staff can support, call other invigilators and in an emergency EO can invigilate in the room. Exam cannot start until correct ratios of staff to students in the exam room

Mitigation

- Invigilator absence is covered in Exam training with all Invigilators provided with EO mobile telephone number
- Have available list of invigilators who are happy to be called in at short notice
- Ensure the Invigilation team has mixed skills, e.g. not all invigilators want to lead an exam in the hall
- Regular training of invigilators to ensure knowledge and competency levels maintained

5. Exam rooms – lack of appropriate rooms or main venue unavailable at short notice (includes school unable to open as normal)

Action

- This may be whole school or a particular room. Where it is deemed not possible to simply move to another room – with potentially the hall or whole school not available the following actions should be taken
 - EO/SLT/RECEPTION to be made aware of issue at site and need to find alternative venue
 - EO would contact Invigilators and ask for extra support
 - Contact is made to Wyvern St. Edmunds to see if possible alternative
 - Other alternative options would be explored such as moving exams to an external location (such as leisure centres, hotels, local schools, etc. and appropriate transport arrangements would be made)
 - If practical and possible student comms / website update / radio updated to communicate to impacted students advising of new venue
 - Extra support may be required to set up a room (tables / chairs etc.)
 - Member of staff positioned at school to redirect students
 - If it is not possible to immediately find another room students must have all web enabled devices removed and be kept away from all other students until a room can be found. (Even if this means they sit the exam a couple of hours later). The EO would ensure the appropriate action is taken in notifying the Awarding Body
 - The Awarding Body should be updated as soon as practically possible of the issue and actions that are being taken to ensure they agree with any alternative approach
 - Students should arrive at communicated room unless they are told otherwise as it may only be possible to securely move all the students once they have convened at the exam room
- Staff involved in exams (including invigilators) would be contacted by email, telephone and text

Emergency planning and response Severe weather Exam disruption

<https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings>

Statutory guidance on school closures

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

Mitigation

- Exam Officer arrives early onsite on day of exams and checks Exam Rooms

6. Exam rooms – lack of appropriate rooms or main venue unavailable at short notice (includes school unable to open as normal – Adverse Weather Conditions)

Action

- Where the school is closed due to adverse weather conditions i.e. heavy snow fall, and where student may not be able to gain access to the school.
 - EO/SLT/RECEPTION to be made aware of issue at site and need to find alternative venue
 - EO to contact Invigilators
 - The Awarding Body should be notified immediately if the school cannot open or if it is not safe for students and staff to travel.
 - Follow Awarding Body instructions on how to proceed
 - Other alternative options would be explored such as moving exams to an external location (such as leisure centres, hotels, local schools, etc. and appropriate transport arrangements would be made)
 - Consider the security of the exam if an alternative site is used
 - Staff involved in exams (including invigilators) would be contacted by email, telephone and text

Mitigation

- Exams Officer contacts SLT as early as possible to discuss weather conditions and impact on exams i.e. will the school open for exam purposes only
- If possible, the Exams Officer arrives to co-ordinate alternative arrangements

What schools and colleges and other centres should do if exam or other assessments are seriously disrupted

<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>

7. Emergency lock down of school or indefinite evacuation of exam room (serious incident) (during an exam)

Action

- If students are evacuated from room the defined exam room evacuation process is followed. Ensuring students remain isolated from the rest of the school.
- The students must be prevented from talking and communicating with each other.
- If it is possible to return to the room this will be the priority. If this is not possible EO to work with SLT to review alternative venues and whether it is possible to retrieve exam papers. Dependent on the incident it may be possible to use Wyvern or St. Edmunds school to complete the examination. Other alternative options would be explored such as moving exams to an external location (such as leisure centres, hotels, local schools, etc. and appropriate transport arrangements would be made)
- EO to inform the Awarding Body if cannot get back to papers and take advice on best course of action
- EO would be responsible to ensure that whatever happened the Awarding Bodies are informed if there is any impact on student performance and Special Consideration application is made if deemed necessary
- Maintain JCQ invigilator to student ratio (even if need to swap out invigilators)

Mitigation

- Ensure exam training covers this scenario and invigilators are aware of need to ensure candidates do not communicate with each other or other students

8. Disruption of teaching time – school closed for an extended period

Action

- HODs to ensure that work is available for students via electronic sources; web. Email, Sam learning, Teams, show my homework, directing to BBC bitesize
- Communications will also be sent out to students and parents when the incident is identified and at regular intervals

Teaching time lost due to severe weather conditions

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

Mitigation

Teachers to plan ahead and communicate to students in advance if disruption is planned and foreseen e.g. strike action or weather related.

9. Failure of ICT systems

Action

- Any ICT issue to be raised to the network manager immediately
- Where the issue is impacting an exam action would be taken immediately to resolve the issue so the student impacted was minimised. The action taken will be in line with JCQ rules and if necessary a Special Consideration application would be made to the Awarding Body

Mitigation

- The school endeavours to minimise any ICT disruption via resilient design and preventative maintenance. The network manager also ensures we are up to date with SIMS maintenance patches and is on call when exam results are being downloaded
- Students who use laptops and computers during exams are reminded at the beginning of an exam to save work. This will help mitigate any issues should an issue occur.
- Students who use laptops are always positioned close to a plug socket to reduce the risk of battery failure of the Laptop

10. Cyber Attack

Action

- Any ICT issue to be raised to the network manager immediately and all accounts will be locked down and passwords changed
- Where the issue is impacting an exam action would be taken immediately to resolve the issue so the student impacted was minimised. The action taken will be in line with JCQ rules and if necessary a Special Consideration application would be made to the Awarding Body

Mitigation

- All school accounts are password protected
- There is a filter system in place
- A firewall and anti-virus systems are in place
- A back up of the server is held off site
- Account restrictions are made so only specific accounts have full access to the server
- Microsoft 365 has a 30 day back up which can be retrieved

11. Candidates unable to take examination due to take examination because of crisis – school remains open

Response is dependent on the type of issue. The procedure for absence is outlined in the examinations policy and a hardcopy of the Student exam handbook is given to all candidates in autumn term. A copy is available on the school website. The action is on the student (or appropriate adult) to contact the school as soon as an issue which will affect attendance is known

Action

- If a candidate is able to sit the exam but cannot attend the Centre due to a crisis, appropriate communication with the relevant Awarding Bodies would be undertaken by the EO and alternative options would be explored (home, hospital, alternative Centre etc.)

- Appropriate use of Special Consideration policies would be applied should the candidate/candidates be unable to attend due to unforeseen circumstances and where alternative arrangements could not be made or are not agreed by the Awarding Body

Mitigation

- N/A

12. Disruption in the distribution of examination papers

Action

- EO to communicate with the Awarding Body in advance of exams period if papers not received
- EO can download Exam Papers from secure website (a short time before exam due to start) and print exam papers if dispatches not received. This may delay the start of the exam but it should be noted on exam report and Awarding Body informed if exam starts late
- Students should be seated in Exam room whilst Exam Papers are being copied & printed if a delay to the start of the exam
- Papers should be checked before being given to student to ensure that there are no printing / photocopying issues which could impact student performance
- A log will be kept for any missed/refused collections

Mitigation

- EO check the exam papers as they are received so an issue with paper arrivals should be known in advance and the Awarding Body can then best advice on action

13. Disruption in the collection of examination papers

Action

- All scripts are returned using the designated dispatch methods prescribed by the Awarding Body concerned. Where this becomes unavailable or inappropriate, the Awarding Body will be contacted to discuss suitable alternatives.
- EO to contact designated dispatch service when one collection is missed.
- EO will complete automated report which comes from Awarding Body requesting update on status completed exam scripts when there is a delay in dispatch

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>

Mitigation

- EO to escalate missed collections to DfE yellow label service so log is kept of missed collections and receive update on when next collection planned.

14. Assessment evidence is not available to be marked

Action

- In the event of large-scale damage or destruction of completed examination scripts/assessment evidence before it can be marked, the Exam Officer would notify the Awarding Body immediately for advice and further instructions
- Student marks would be submitted based on appropriate evidence and candidates would be given the opportunity to retake if possible
- Where any work is not available the teacher or HOD would advise the EO. The EO would contact the Awarding Body to discuss appropriate action. The student would be informed where appropriate

Mitigation

- Staff and students are informed of the need to ensure all work is stored securely (this includes electronic) ensuring where appropriate backup copies are taken

15. Centre unable to distribute results as normal

Action

- If due to a *timing delay (including technical impact)* (i.e. results are not available).
 - Communication sent via email to student explaining delay in results and when will be available for collection

- EO/ SLT member on door at original collection time for results to give information
- Poster put on school doors to explain issue and new arrangement for collection
- If due to a school staffing
 - Follow “absence of staff member with Exam Responsibilities” disruption outlined in this document
- If due to an issue with school premise
 - Follow “lack of appropriate rooms or main venues unavailable at short notice” disruption outline in this document. Also consider whether communication can be sent electronically or outside the venue
 - As results days also have local media presence this should be considered when deciding on appropriate action

Mitigation

- SLT and site staff are aware in advance of the dates students will be collecting results – contact to be made with EO if there is a known issue with school which would affect access.
- EO and other staff come into school for pre-results so can also check the access for students.
- EO has access to download the results remotely

Further guidance to inform and implement contingency planning

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland

<https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland>

Practical guide for administering exams in the unexpected absence of the Exams Officer

It should be read in conjunction with the following documents all of which can be found in the EO.

- JCQ – [Instructions for Conducting Examinations](#) [ICE]
- JCQ – [General regulations for approved centres](#) [GR]
- JCQ – [Access Arrangements & Reasonable Adjustments](#) [AA]
- SIMs Exams Organiser Handbook

The Awarding Bodies web sites contain useful information and are relatively easy to navigate. They all have EO Sections their addresses are:

- AQA – Exams admin www.aqa.org.uk
- Edexcel – Exams Office www.uk.pearson.com
- OCR admin www.ocr.org.uk
- WJEC – Exam Officers www.wjec.co.uk
- Exam Officers www.cie.org.uk

The [JCQ web site](http://www.jcq.org) also contains useful information www.jcq.org

CAPITA's website contains valuable and detailed information on how to use Exams Organiser in SIMs. Help handbooks are also available in the handbooks section of the Sims website [\[http://simspublications.com/979223/handbooks.html\]](http://simspublications.com/979223/handbooks.html) go to Examinations link and use the “Administering and Registering Candidates for Exams” document
You could also contact the EOs at other Schools.

Appendix 2

USE OF WORD PROCESSORS IN EXAMINATIONS

The policy of St Joseph's Catholic School is to ensure that JCQ regulations and guidance are correctly followed and applied in determining the use of word processors in examinations/assessments JCQ [AA5.8]

Please see our Word Processor policy for a detailed description of how we allocate and use Word processors within the exams process.

Appendix 3

ESCALATION PROCESS

Purpose of the process

To confirm the main duties and responsibilities to be escalated should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent.

Before examinations (Planning)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to activity prior to examinations will be escalated to our Deputy Head or Assistant Head.

To support understanding of the regulations and requirements, the following JCQ publications will be referenced:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Instructions for conducting coursework
- Instructions for conducting non-examination assessments
- Suspected Malpractice – Policies and Procedures
- A guide to the special consideration process

Main duties and responsibilities relate to:

- Centre status
- Confidentiality
- Communication
- Recruitment, selection, training and support
- External and Internal governance arrangements
- Delivery of qualifications
- Public liability
- Conflicts of interest
- Controlled assessments, coursework and non-examination assessments
- Security of assessment materials
- National Centre Number Register
- Centre inspections
- Additional JCQ publication for reference Centre Inspection Service Changes
- Policies
- Specific JCQ publications for reference:
 - General Regulations for Approved Centres (section 5)
 - Instructions for conducting examinations (section 25)
 - Access Arrangements and Reasonable Adjustments (section 5)
- Personal data, freedom of information and copyright
- Additional JCQ publication for reference:
- Information for candidates – Privacy Notice

Before examinations (Entries and Pre-exams)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to entries and exam preparation will be escalated to Deputy Head or Assistant Head.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)
- Instructions for conducting examinations (sections 1–15)
- Access Arrangements and Reasonable Adjustments (sections 6–8)

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries (including ensuring appropriate controls are in place which allows accurate entries to be submitted to the awarding bodies)
- Additional JCQ publications for reference:
 - Key dates in the examination cycle
 - Guidance Notes for Transferred Candidates
 - Alternative Site guidance notes
 - Guidance notes for overnight supervision of candidates with a timetable variation
- Centre assessed work (including ensuring appropriate controls are in place which allows accurate internally assessed marks to be submitted to the awarding bodies)
- Additional JCQ publication for reference:
 - Guidance Notes – Centre Consortium Arrangements
- Candidate information
- Additional JCQ publications for reference:
 - Information for candidate's documents
 - Exam Room Posters

During examinations (Exam time)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to during exam time will be escalated to our deputy heads.

The centre also has in place a member of the senior leadership team who will provide support and guidance to the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16–30)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2–7)
- **Main duties and responsibilities relate to:**
- Conducting examinations and assessments
 - Additional JCQ publication for reference:
 - Guidance Notes – Very Late Arrival
- Malpractice
- Retention of candidates' work

After examinations (Results and Post-Results)

As a contingency to enable the prompt handling of urgent issues only, the centre responds to the awarding bodies' request for information regarding the contact details of a senior member of staff (which might include a personal mobile number and/or email address). This will ensure that any urgent matters which might adversely affect candidates which arise outside of term time, and which potentially put qualification awards at risk, can be addressed by awarding bodies with the support of that member of staff. The head of centre will ensure that this member of staff has the necessary authority to mobilise resources to provide this support, which might include resolving issues within the centre itself (GR 5.3)

In the event of the absence of the head of centre or the member of senior leadership with oversight of examination administration, responsibility for implementing JCQ regulations and requirements relating to after examinations will be escalated to our deputy heads.

To support understanding of the regulations and requirements, sections of relevant JCQ publications will be specifically referenced including:

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results
 - Additional JCQ publication for reference:
 - Release of Results notice
- Post-results services and appeals

- Additional JCQ publications for reference:
- Post-Results Services: *Information and guidance to centres*
- JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes)
- Certificates

There are regular update meetings between our Exams Officer, Head of Centre and SLT to ensure all procedures are carried out within the JCQ regulations and that all deadlines are completed on time.

Appendix 4

ON SCREEN TESTS

"Centres must be authorised by the relevant awarding body to offer on screen tests. The must ensure that they meet the arrangements detailed in this booklet and have the expertise to access, administer and support the test/examination" [JCQ ICE]

Security

- Relevant software must be in place
- Centre must demonstrate that appropriate security systems are in place to avoid unauthorised access.
- Exam materials must always be stored securely
- Exam materials must only be accessed in accordance with awarding body specific instructions
- The candidates test password must only be given at the start of the exam
- Different passwords must be set for each session
- Invigilators must check the identity of each candidate and ensure that they are given the correct passwords
- Exam materials must be kept confidential throughout the exam window

Timetabling

- Timetabled exam must take place at the specified times
- Centres must plan and set up before the exam date considering any restricted access
- Candidates must be informed of the room and time they will take the exam

Resources

- There must be sufficient work stations with at least one spare computer and printer
- Management of the secure test environment must be robust
- A Clock must be visible to all candidates

Accommodation

- The arrangement of workstations and the invigilators desk must allow for detection of unauthorised activity
- The following must be considered:
 - The distance between screens
 - The division of the workspace to allow for other permitted materials to be used
 - The use of booths, screens or partitions
 - Impact of invigilator requirement
 - Invigilator ratio
- Stations must be 1.25m apart
- Candidates must not change seats unless asked to by a member of exam staff

Invigilation

- The invigilator ratio must be 1:20
- Technical help should be available throughout
- There must be a signed record of the seating plan

Finishing the exam

- All work must be saved and be secure from unauthorised access
- All materials must be collected at the end of the exam
- Candidate accounts must be disabled after use
- Printing of candidates work may happen after the exam end time as long as it is supervised
- Any scrap paper used must be collected

Appendix 5

THE MANAGEMENT OF NON-EXAMINATION ASSESSMENTS

*The centre will have in place, and be available for inspection purposes, a **written** policy regarding the management of GCSE non examination assessments”* [GR5.8]

See [Ofqual](#) for further information on the specific subjects which have been reformed and the phasing of the reform.

Non-Examination Assessment (reformed GCSE qualifications)

What is a Non-Examination Assessment?

Any type of assessment which 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.

A NEA measures subject specific skills and knowledge that may not necessarily be judged by timed written papers. A NEA must strike a balance between valid assessment of the essential knowledge and skills, sound assessment practice and manageability. Any NEA should be designed to fit the requirement of the particular subject including the relative weighting of written examinations.

The Spoken Language Endorsement for GCSE English Language has a number of features which distinguish it from most general qualifications components; the JCQ NEA Appendix 2 guidelines must be adhered.

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

Task setting

1. Awarding Body set tasks

Selection is made from comparable tasks provided by Awarding Body.

2. Teacher set tasks

Selection can be made from comparable tasks provided by Awarding Body; OR
Design own task(s), in conjunction with candidates where permitted, using criteria set out in the specification.

Task taking

The level and type of supervision must follow the Awarding Body’s subject specification, however generally this will be done by subject teachers in regular lesson time.

Unless stated otherwise in the Award Body specification the following principles apply:

- Candidates do not need to be directly supervised; however the teacher must be able to ensure that there is sufficient supervision to ensure the work can be authenticated and work submitted is that of the candidates.
- Where work is completed outside the school the teacher must be confident about the authenticity of the work.
- Where candidates work in groups, the teacher should keep a record of each candidate’s contribution.

Tasking marking

Awarding bodies provide mark schemes or criteria.

During the transition phase of reformed qualifications HOD’s must ensure that teachers are distinguishing between legacy requirements/tasks and new specification requirements/tasks.

Staff responsibilities for the GCSE Controlled Assessment:

Senior Leadership Team

- Accountable for the safe and secure conduct of NEAs. Ensure assessments comply with JCQ guidelines and Awarding body subject-specific instructions.
- At the start of the academic year, begin co-ordinating with EO /subject leaders to schedule NEAs (It is advisable that controlled assessments be spread throughout the academic years of KS4).
- Create, publish and update an internal appeals policy for NEAs.
- Map overall resource management requirements for the year. As part of this resolve:
 - Clashes/problems over the timing or operation of controlled assessments.

- Issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.).

Subject Leaders / HODs

- Decide on the awarding Body and specification for a particular GCSE.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment and ensuring authenticity of work.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teacher's notes, and any other subject specific instructions.
- Ensure that for any tasks set by the teacher that the assessment criteria, as detailed in the specification, can be met and tasks are accessible for candidates.
- Ensure that the task set for candidates relate to the reformed qualification and not the legacy qualification as the Award Body will not accept work based on the wrong tasks being set.
- Ensure that individual teachers understand the requirements on ensuring that candidates understand what they need to do to comply with the regulations for NEAs.
- Sets timescales with the Exams Officer 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.
- Ensure that teachers are "familiar" with the 'JCQ notice to centre – teachers sharing assessment material and candidates work'. This may mitigate against candidate and centre malpractice.

Teaching Staff

- Ensure that any tasks where the centre is responsible for setting that the assessment criteria, as detailed in the specification, can be met and tasks are accessible for candidates.
- Ensure that the students have an awareness of the criteria used to assess their work so they can understand what they need to do to gain credit. It is permissible to produce a simplified student friendly version, provided it is not specific to the work of an individual candidate or group of candidates.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for Conduction Non-Examination Assessments*.
- Understand and comply with the awarding body specification for conducting NEAs, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the EO details of all unit codes for NEAs.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Ensure that the supervision of students complies with the Award Body specification and that the authenticity for all candidates can be confirmed. Where candidates work in groups the contribution of each candidate should be logged by the teacher.
- Ensure that candidates are aware of how to comply with regulations before they begin a NEA – including the consequence of sharing completed or partially completed work on-line or on social media.
- Only give general level written or oral advice / feedback to candidates where it is not prohibited by the Awarding Body Specification. Where advice goes beyond general advice this must be recorded and the JCQ advice followed (failure to do so will constitute malpractice).
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment to confirm that the work is their own unaided work.
- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme /marking 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 that could be subject to change by the awarding body moderation process.
- Ensures candidates are informed to the timescale 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.
- Mark internally assessed components using the mark schemes provided by the awarding body.
- Submit marks through the EO to the awarding body when required, keeping a record of the marks awarded.
- Provide EO with sample of candidates' work that has been requested by Awarding Board in good time to meet deadlines. Ensure bulky folder and covers removed and candidates work securely fastened and the Awarding Body cover sheet is completed and attached to the work by a treasury tag.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work (including signed candidate declarations) securely until the closing date for enquiries about results. They may be subject to inspection during an unannounced JCQ centre inspection.
- Ask the appropriate SENCo for any assistance required for the administration and management of access arrangements in good time before an assessment
- NEA's may be marked at home by teaching staff. However, NEA's are the responsibility of teaching staff so ensure the candidates' work is secure at all times.
- Teachers must be familiar with 'JCQ Notice to Centres – Teachers sharing assessment material and candidates work'.

Exams Officers (EO)

- Ensure that the Student Exam booklet contains a copy of the JCQ – Information for candidates – non-examinations assessments.
- Ensure pupils are entered for units before deadline for final entries.
- Enter pupils 'cash-in' codes for the terminal exam series, where applicable
- Where confidential materials are directly received by the EO, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use and collect and send mark sheets to awarding bodies before deadlines.
- On the few occasions where NEAs cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the senior leadership team.
- Set and communicate deadline for NEA marks to be submitted and the sample of candidates work sent to moderator with teachers and HODs.
- Co-ordinate with other centres to ensure that consortium agreements are co-ordinated with a nominated contact who will liaise with Awarding Body.
- Send NEA sample to Awarding Body as requested – keeping a log of all samples posted.
- Distribute Moderator feedback forms to HODs.
- Manage special consideration requests in line with JCQ guidelines.

Special Educational Needs Co-Ordinator

- Ensure access arrangements have been applied for in advance of NEA and teaching staff aware of this requirement.
- Work with teaching staff to ensure requirements for support staff are met.

Appendix 6

MALPRACTICE and MALADMINISTRATION

Staff Malpractice

Introduction

This document sets out to define the procedures to be followed in the event of any dispute or allegation regarding staff malpractice in the assessment of internally marked qualifications and also regarding examinations invigilated by staff at the school and marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. Malpractice covers deliberate actions, neglect, default and could be any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and /or the validity of certificates. The following are examples of malpractice by staff with regards to portfolio-based qualifications. This list is not exhaustive:

- Tampering with candidates work prior to external moderation/verification
- Assisting candidates with the production of work outside of the awarding body guidance
- Fabricating assessment and/or internal verification records or authentication statements

The following are examples of malpractice by staff with regard to examinations

- Assisting candidates with exam questions outside of the awarding body guidance
- Allowing candidates to talk, use a mobile phone or go to the toilet unsupervised
- Tampering with scripts prior to external marking taking place.

Staff Malpractice Procedure

Investigations into allegations will be coordinated by the Head of Centre who will ensure the initial investigation is carried out within ten working days. The person responsible for coordinating the investigation will depend on the qualification being investigated. The investigation will involve establishing the full facts and circumstances of any alleged malpractice. It should not be assumed that because an allegation has been made, it is true. Where appropriate, the staff member concerned and any potential witnesses will be interviewed and their version of events recorded on paper.

The member of staff will be:

- informed in writing of the allegation made against him or her
- informed what evidence there is to support the allegation
- informed of the possible consequences, should malpractice be proven
- given the opportunity to consider their response to the allegations
- given the opportunity to submit a written statement
- given the opportunity to seek advice (as necessary) and to provide a supplementary statement (if required)
- informed of the applicable appeals procedure, should a decision be made against him/her
- informed of the possibility that information relating to a serious case of malpractice will be shared with the relevant awarding body and may be shared with other awarding bodies, the regulators Ofqual, the police and/or professional bodies including the GTC

If work is submitted for moderation/verification or for marking which is not the candidate's own work, the awarding body may not be able to give that candidate a result.

Staff Malpractice Sanctions

Where a member of staff is found guilty of malpractice, St Joseph's Catholic School may impose the following sanctions:

- 1) **Written warning:** Issue the member of staff with a written warning stating that if the offence is repeated within a set period of time, further specified sanctions will be applied
- 2) **Training:** Require the member of staff, as a condition of future involvement in both internal and external assessments to undertake specific training or mentoring, within a particular period of time, including a review process at the end of the training
- 3) **Special conditions:** Impose special conditions on the future involvement in assessments by the member of staff
- 4) **Suspension:** Bar the member of staff in all involvement in the administration of assessments for a set period of time
- 5) **Dismissal:** Should the degree of malpractice be deemed gross professional misconduct; the member of staff could face dismissal from his/her post

Appeals

The member of staff may appeal against sanctions imposed on them. Appeals will be conducted in line with the organisations Appeals Policy.

Centre responsibility

The centre will fully co-operate with any Awarding Body Organisation or regulator investigation. Supplying timely, accurate and full information.

When malpractice is suspected or identified it may be required to notify the Awarding Body whilst the investigation takes place. This is to ensure that the Awarding Body can fulfil their responsibility to regulatory authorities ensuring all investigations are carried out rigorously and effectively.

Candidate Malpractice Policy

Introduction

This policy sets out to define the procedures to be followed in the event of any dispute or allegation regarding candidate malpractice in the assessment of internally marked qualifications (such as ASDAN CoPE) and also regarding examinations marked externally.

Examples of Malpractice

Attempted or actual malpractice activity will not be tolerated. Malpractice covers deliberate actions, neglect, default and could be any activity or practice which deliberately contravenes regulations and compromises the integrity of the internal or external assessment process and /or the validity of certificates. The following are examples of malpractice by candidates with regards to portfolio-based qualifications. This list is not exhaustive:

- Plagiarism: the copying and passing off as the candidate's own work, the whole or part of another person's work
- Collusion: working collaboratively with other learners to produce work that is submitted as the candidate's only
- Failing to abide by the instructions of an assessor – This may refer to the use of resources which the candidate has been specifically told not to use
- The alteration of any results document

If a teacher suspects a candidate of malpractice, the candidate will be informed and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate accepts that malpractice has occurred, he/she will be given the opportunity to repeat the assignment. If found guilty of malpractice following an investigation, the teacher may decide to re-mark previous assignments and these could also be rejected if similar concerns are identified.

The following are examples of malpractice by candidates with regards to examinations. This list is not exhaustive:

- Talking during an examination
- Taking a mobile phone, watch or any electronic device into an examination
- Taking any item other than those accepted by the Awarding Body into the examination, such as a book or notes
- Leaving the examination room without permission
- Passing notes or papers to, or accepting notes or papers from another candidate

If an invigilator suspects a candidate of malpractice during an examination, the candidate will be informed after the exam and the allegations will be explained. The candidate will have the opportunity to give their side of the story before any final decision is made. If the candidate is found guilty of malpractice, the Awarding Body will be informed and it will be their decision if the candidate's examination paper will be withdrawn and any further repercussions

Appeals

In the event that a malpractice decision is made, which the candidate feels is unfair, the candidate has the right to appeal in line the Appeals Policy.

Centre Malpractice

Awarding organisations must investigate and, where necessary, penalise centres and centre staff involved in malpractice. Instances of malpractice can range from actions that are intended to give an unfair advantage to candidates in an examination or assessment, to ignorance of, or inappropriate application of, the assessment regulations.

Centre Staff Malpractice

Awarding organisations will normally impose sanctions and penalties on centre staff found guilty of malpractice. These can include: a written warning about the implications of repeating the offence; imposing special conditions on an individual's future involvement in examinations and assessments; requiring specific training or mentoring as a condition of future involvement in examinations; suspending an individual from all involvement in delivering examinations and assessments for a set period of time.

Centre responsibility

The centre will fully co-operate with any Awarding Body Organisation or regulator investigation supplying timely, accurate and full information.

When malpractice is suspected or identified it may be required to notify the Awarding Body whilst the investigation takes place. This is to ensure that the Awarding Body can fulfil their responsibility to regulatory authorities ensuring all investigations are carried out rigorously and effectively.

Appendix 7

Emergency procedure

Centre emergency evacuation procedure

<https://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations/centre-emergency-evacuation-procedure> [JCQ]

The following will be displayed in every exam room:

Emergency Evacuation Procedure for Exams

In the unlikely event of a fire alarm sounding during an exam these instructions **MUST** be followed in COMPLETE SILENCE and UNDER EXAM CONDITIONS.

- Should the fire alarm go off, do not panic. Calmly put your pen on the desk and close your exam answer book.
- If using a Word Processor save your work.
- The invigilator will ask you to leave the room in complete silence in the order you are seated. Leave all equipment in the exam room.
- You will be escorted directly onto the playground, walk to the top of the steps to the playing field where the invigilator will take the register. You must remain here under exam conditions until instructed otherwise.
- A suitable distance between you and the pupil in front or behind must be always maintained.
- NO COMMUNICATION BETWEEN STUDENTS IS ALLOWED. (Communication with another student will result in disqualification from the paper).
- The Exams Officer or invigilator will tell you when to return to the exam room – all the above rules still apply. You must remain silent.
- Do not start writing until the invigilator tells you to do so.
- The exam will be restarted ensuring you have full allocation of time.

You are still under exam conditions until the exam has formally finished.

Appendix 8

INTERNAL APPEALS PROCEDURE

*"The centre agrees to...have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates* JCQ [GR 5.7]

"The centre agrees to...have available for inspection purposes and draw to the attention of candidates and their parents/carers, a written internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal;"

JCQ [PRS 5.14]

Appeals at St Joseph's Catholic school is in four parts:

1. ***Appeals procedure against internal assessment decisions (Centre assessed marks)***
2. ***Appeals procedure against centre decisions not to support a clerical check, a review of marking, a review of moderation or an appeal***
3. ***Centre decisions relating to access arrangements and special consideration***

1. Appeals procedure against internal assessment decisions (Centre assessed marks)

St Joseph's is committed to ensuring that:

- Candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- Inform candidates that they will need to explain on what grounds they wish to request a review of an internally assessed mark as review will only focus on the quality of their work in meeting the published assessment criteria.
- Inform candidates that they may request copies of materials (for example, as a minimum, a copy of their marked assessment material (work) and the mark scheme or assessment criteria plus additional materials which may vary from subject to subject) to assist them in considering whether to request a review of the centre's marking of the assessment.
- Having received a request for copies of materials, promptly make them available to the candidate (or for some marked assessment materials, such as art work and recordings, inform the candidate that these will be shared under supervised conditions) within 7 calendar days.
- Inform candidates they will not be allowed access to original assessment material unless supervised.
- Provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision, informing candidates that if their decision is to request a review they will need to explain what they believe the issue to be.
- Reviews of marking must be made in writing within 7 calendar days of receiving copies of the requested materials by completing the internal appeals form. Requests after this time will not be accepted.
- The School will allow 7 calendar days for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- Ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
- Will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- The candidate will be informed in writing of the outcome of the review of the centre's marking.

The outcome of the review of the centre's marking will be made known to the head of centre who will have the final decision if there is any disagreement on the mark to be submitted to the awarding body. A written record of the review will be kept and made available to the awarding body upon request. The awarding body will be informed if the centre does not accept the outcome of a review.

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

2. Appeals procedure against centre decisions not to support a clerical check, a review of marking, a review of moderation or an appeal

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

Candidates are also informed of the arrangements for post-results services, before they sit any exam and the accessibility of senior members of centre staff immediately after the publication of results by regular communication meeting with the Exams Officer and SLT before they start study leave.

If the centre or candidate (or their parent/carer) has a concern and believes a result may not be accurate, post-results services may be considered.

Review of results

- Service 1 – clerical re-check (this service can only be requested for objective tests e.g. multiple choice)
- Service 2 – review of marking
- Service 3 – review of moderation (this service is not available to an individual candidate)

Access to Scripts

- Copies of scripts to support reviews of marking
- Copies of scripts to support teaching and learning

Where a concern is expressed that a particular result may not be accurate, the centre will look at the marks awarded for each component part of the qualification alongside any mark schemes, relevant result reports, grade boundary information etc. when made available by the awarding body to determine if the centre supports any concerns.

For written components that contributed to the final result, the centre will:

- Collect informed written consent/permission from the candidate to access their script
- accessing the script by (where the service is made available by the awarding body) requesting a priority copy of the candidate's script to support a review of marking by the awarding body deadline or
- On access to the script, consider if it is felt that the agreed mark scheme has been applied correctly in the original marking and if the centre considers there are any errors in the marking
- Support a request for the appropriate RoR service (clerical re-check or review of marking) if any error is identified
- Collect informed written consent from the candidate to request the RoR service before the request is submitted
- Where relevant, advise an affected candidate to inform any third party (such as a sixth form or college) that a review of marking has been submitted to an awarding body
- Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

For any moderated components that contributed to the final result, the centre will:

- Confirm that a review of moderation cannot be undertaken on the work of an individual candidate or the work of candidates not in the original sample submitted for moderation
- Consult the moderator's report/feedback to identify any issues raised
- Determine if the centre's internally assessed marks have been accepted without change by the awarding body – if this is the case, a RoR service 3 (Review of moderation) will not be available
- Determine if there are any grounds to submit a request for a review of moderation for the work of all candidates in the original sample

Where a candidate disagrees with a centre decision not to support a clerical re-check, a review of marking or a review of moderation, the centre will:

- For a review of marking (RoR service 1 or 2), first advise the candidate to access a copy of their script to support a review of marking by providing written permission for the centre to access the script (and any required fee) for this service for the centre to submit this request
- After accessing the script to consider the marking, inform the candidate that if a request for a review of marking (RoR service 1 or 2) is required, this must be submitted by the deadline set by the centre by providing informed written consent (and the required fee for this service) for the centre to submit this request
- Inform the candidate that a review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original sample.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre completing the internal appeals form at least 1 working days prior to the deadline for submitting a review of results. The appellant will be informed of the outcome of their appeal at least 10 working days to the deadline for submitting a review of results.

Following the review of the results outcome, an external appeals process is available if the Head of Centre remains dissatisfied with the outcome and believes there are grounds for appeal. The JCQ publications Post-results Services and JCQ Appeals Booklet (A guide to the awarding bodies' appeals processes) will be consulted to determine the acceptable grounds for a preliminary appeal.

Where the Head of Centre is satisfied after receiving the review of the results outcome, but the candidates and/or their parents/carers believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the Head of Centre. Following this, the Head of Centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the JCQ appeals booklet. Candidates, parents/carers are not permitted to make direct representations to an awarding body.

The internal appeals form should be completed and submitted to the Exams Officer within 3 calendar days of the notification of the outcome of the Review of Results. Subject to the Head of Centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 30 calendar days of receiving the outcome of the review of results process.

Awarding body fees which may be charged for the appeal must be paid by the appellant on submission on the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant.

The internal appeals procedures have been produced to demonstrate compliance with the following:

JCQ General Regulations for approved centres: <http://www.jcq.org.uk/exams-office/general-regulations>

JCQ Post-Results Services: <http://www.jcq.org.uk/exams-office/post-results-services>

JCQ A guide to the awarding bodies' appeals processes: <http://www.jcq.org.uk/exams-office/appeals>

Appellants should consult the full information in the above publications to be fully informed when stating their grounds for appeal. Further information can be obtained

3. Centre decisions relating to access arrangements and special consideration

This procedure confirms compliance with JCQ's General Regulations for Approved Centres that the centre will: have in place and available for inspection a written internal appeals procedure which must cover at least appeals regarding centre decisions relating to access arrangements and special consideration will:

- comply with the principles and regulations governing access arrangements and special consideration as set out in the JCQ publications Access Arrangements and Reasonable Adjustments and A guide to the special consideration process

- ensure that all staff who manage and implement access arrangements and special consideration are aware of the requirements and are appropriately supported and resourced

Access arrangements and reasonable adjustments

In accordance with the regulations:

- recognises its duty to explore and provide access to suitable courses, through the access arrangements process submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates.
- complies with its responsibilities in identifying, determining and implementing appropriate access arrangements and reasonable adjustments

Failure to comply with the regulations have the potential to constitute malpractice which may impact on a candidate's result(s).

Examples of failure to comply include:

- putting in place access arrangements/adjustments that are not approved
- failing to consider putting in place access arrangements (which may be a failure to comply with the duty to make reasonable adjustments)
- permitting access arrangements/adjustments within the centre which are not supported by appropriate evidence
- charging a fee for providing reasonable adjustments to disabled candidates

Special consideration

Where has appropriate evidence signed by a member of the senior leadership team to support an application, it will apply for special consideration at the time of the assessment for a candidate who has temporarily experienced illness, injury or some other event outside of their control when the issue or event has had, or is reasonably likely to have had, a material effect on the candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Centre decisions relating to access arrangements, reasonable adjustments and special consideration

This may include our decision not to make/apply for a specific reasonable adjustment or to apply for special consideration, in circumstances where a candidate does not meet the criteria for, or there is no evidence/insufficient evidence to support the implementation of an access arrangement/reasonable adjustment or the application of special consideration.

Where we make a decision in relation to the access arrangement(s), reasonable adjustment(s) or special consideration that apply for a candidate or candidates:

- If a candidate who is the subject of the relevant decision (or the candidate's parent/carer) disagrees with the decision made and reasonably believes that the centre has not complied with its responsibilities or followed due procedures, a written request setting out the grounds for appeal should be submitted
- An internal appeals form should be completed and submitted 7 working days of the decision being made known to the appellant.

To determine the outcome of the appeal, the head of centre will consult the respective JCQ publication to confirm the centre has complied with the principles and regulations governing access arrangements and/or special consideration and followed due procedures.

The appellant will be informed of the outcome of the appeal 7 working days of the appeal being received and logged by the centre.

If the appeal is upheld, we will proceed to implement the necessary arrangements/submit the necessary application.

Appendix 9

INTERNAL MODERATION

General Internal Moderation Principles

1. It is essential that assessment decisions are in line with the qualification standards. The internal and external moderation process is in place to ensure that all assessments are applied consistently for all candidates and that the final judgement is accurate, reliable and recorded.
2. Internal moderation should be on-going throughout the course, with feedback being given to the assessors. There should be evidence of feedback being actioned where necessary.
3. Summative internal moderation must be carried out prior to candidates being entered for external moderation. Only those assessors whose candidates have fully met the standards can be entered for external moderation. Entering those who have not met the standards will jeopardise the success of those who have met the standards. If a tutor is found to be entering candidates for moderation who have not met the standards, disciplinary procedures may be implemented.
4. It is the responsibility of all staff to participate in the moderation process by keeping the necessary records, attending relevant meetings and submitting marked student work as requested.
5. All assessment evidence, which has been internally moderated, must be kept onsite until after the external moderation. The work remains the property of the candidate and can be returned to the candidate according to the requirements of the relevant awarding body.

Internal Moderation Process

Autumn Term

- Establish numbers of student cohort
- Establish levels that these candidates will work on
- Allocate IM(s) to assessor(s)
- IM to approve proposed SoW / assessments
- IM to draw up sample plan
- Co-ordinator to ensure that all IMs and assessors have met
- First round of formative internal moderation to be conducted. One copy of feedback sheet to be given to the assessor, one to be stored centrally in the centre portfolio for auditable purposes
- Meeting held to discuss issues arising from first round of internal moderation. Minutes taken

Spring Term

- Second round of formative internal moderation to be conducted. Documentation to be copied as before and stored in the centre portfolio
- Any action noted by the IM on first round to be checked and signed off
- Meeting held to discuss issues arising
- Third round of internal moderation. Documentation to be copied as before and stored in centre portfolio
- Any continuing issues to be addressed and signed off
- Meeting held to discuss issues and plan for external moderation

Summer Term

- Co-ordinator to establish candidates and units to be put forward for external moderation
- Summative internal moderation to be conducted
- Arrangements to be made for external moderation
- External moderation takes place
- Meeting to be arranged to discuss feedback from external moderation and plan put in place to address any issues arising

Minutes from Internal Moderation Meetings

| | |
|-------------------------------|----------------------------------|
| Persons present: | Date: |
| Issues arising: | Action agreed/person responsible |
| Date agreed for next meeting: | |

Feedback to Assessor Sheet for Formative Internal Moderation

| | | |
|---|--|-------|
| Candidate Name | | Date: |
| Assessor Name: | | |
| Internal Moderator: | | |
| Qualification: | | |
| Units Moderated: | | |
| Comments/feedback on how assessment/evidence meets the standards: | | |

| | |
|---|--------------------------------|
| Comments/feedback on completion of mandatory paperwork: | |
| Assessor Signature: | Date: |
| Internal Moderator: | Date: |
| Date agreed for any action identified to be completed by: | Date: |
| Internal Moderator signature to confirm action completed: | Date: |
| Head of Centre signature: | Exams Officer signature |
| Date: | Date: |

Appendix 10

CONFLICT OF INTEREST POLICY

It is the responsibility of the head of centre to ensure that a written conflicts of interest policy is in place available for inspection. This policy confirms that we:

- Manages conflicts of interest by informing the awarding bodies, before the published deadline for entries for each examination series, of:
- any members of centre staff who are taking qualifications at their own centre which include internally assessed components/unit
- any members of centre staff who are teaching and preparing members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for qualifications which include internally assessed components/units **and**
- maintains clear records of **all instances** where:
- exams office staff have members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments either at the centre itself or other centres
- centre staff are taking qualifications at their own centre which do not include internally assessed components/units
- centre staff are taking qualifications at other centres (GR 5.3)
- This information will be collected each year in case there are any changes
- Changes which arise within the same academic year must be brought to the attention of the exams officer immediately
- This information is held on file as a means of protection for both staff and the school.

- Exam boards will be notified of the necessary information on or before the entries deadline as stated in [JCQ General Regulations](#).
- Ensure that proper protocols are in place to prevent the member of centre staff having access to examination materials prior to the examination and that other centre staff are briefed on maintaining the integrity and confidentiality of the examination materials
- Ensure that during the examination series the member of centre staff is treated in the same way as any other candidate entered for that examination, does not have access to examination materials and does not receive any preferential treatment (GR 5.3)
- Where there is a conflict of interest measures will need to be taken to mitigate risk, these will be noted on the data collection form and the member of staff informed. These measures will be outlined by a member of SLT and the EO.
- Retain the records of the measures taken to mitigate any potential risk to the integrity of the qualifications affected until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later (GR 5.3).

Form removed

Appendix 11

A DETAILED BUT NOT CONCLUSIVE LIST OF EO MONTHLY RESPONSIBILITIES

Ad hoc activities throughout the year

- Arrange CAT exams for any new students who have not yet sat the exam.
- Support administration and set up of other Exams as requested by SLT e.g. POP tests.
- Supporting TTD for staff on relating to exams

Exam cycle tasks by Month

September

Year 11 mocks

- Book invigilators and TA support
- Collect class lists from HOD's
- Collect mock papers – check that there are enough papers
- Agree access arrangements with SENCo

Results Analysis sheets for HOD's

Non-examination Assessments

- Get visibility from HOD's of proposed window for NEA's to take place

CAT Tests for new pupils

- CAT results imported into Assessment Manager and in Shared Resources

Distribute NEA moderator reports received from Awarding Bodies

- Provide SLT with summary

Allocate Exam & UCI Numbers

- Refer to SIMs Exams handbook
- Allocate Exam Number and UCI for all Yr.10 students (and any other lower year students taking exams)
- Export data and mail merge to produce candidate exam cards (for mock exams)

Deadline for requests for review of results

Refer to [JCQ Post-Results Services Guide](#) for detailed instructions.

- Subject Leaders need to request ROR by completing ROR Request Form issued with Summer Results – by EO communicated deadline
- Check with SLT.
- Obtain student's written consent via email
- Submit request to Awarding Body – see individual Awarding Body web sites for details.

Online issue of final Timetable for Summer Exams

- Speak to HOD to confirm EB and specification

- Email to staff and display on Exams Notice Board.
- Update exam link on the school website

October

DfE – School Performance

- Check the details of each student is correct, ensuring that ROR's have been updated

Submit NCN record declaration

- Declaration must have physical signature of Head (copy of which is retained on record at the school). The head is confirming they are aware of (and adhering to) the latest versions of JCQ regulations, and the relevant Awarding Body specifications and guidelines. Also confirming that all students will take the English GCSE Spoken language endorsement for English.

Request details of students requiring Access Arrangements

- Email SENCo requesting details of students requiring Access Arrangements (readers, scribes, extra time, coloured paper, WP etc.)

Deadline for submission of Estimated Entries for Summer Exams

- Complete estimated number of entries for each exam via Awarding Body Web Sites – this is ONLY an estimate so use class numbers.

Deadline for receipt of Exam Certificates

- Check all Certificates have been received and put into envelopes ready for collection
- Certificates for students still on roll should be retained in box in Exams Cupboard.

Inform SLT/Head of Department/students of EAR outcomes.

JCQ Booklets despatch

- Read through and highlight any changes/recommendations to SLT
- Copies put onto Shared Resources
- Copies put into Exam boxes
- Copies of relevant books given to SLT/SENCo

Book Invigilators for Mocks

November

Base Data for Summer Exams available 23rd Nov

- Set up Summer Exam Season in SIMs – see SIMs Exams Handbook.
- Add candidates to Exam Season – see SIMs Exams Handbook.
- Download Base Data from Awarding Body web sites and import into SIMs as required – see SIMs Exams Handbook
- Set up Mark sheets for each exam in SIMs – See SIMs Exams Handbook. To make life easier when making entries I would recommend that you set up Mark sheets by Teaching Group and Year Group. I would name them in the format Awarding Body, Subject, Spec No, Year Group.

Earliest date for confidential disposal of unwanted scripts from Summer Exams

- Coursework from Summer Exams can be returned to students or disposed of if unwanted

Collect Mock Papers and Student Lists

Access Arrangements Training with TA's

Review EAL students to understand whether they should be considered for entry for language GCSE

Latest date for receipt of certificates – 7th November

- Arrange week for student collection of certificates after this date

December

Receipt of Externally Assessed Task for GCSE Art

- Check receipt and hand to Subject Leader

Look Through Exam Policies – Amendments to be ratified by SLT and Governors

Request Entries for Summer Exams

- Create & Download marksheets into excel format and save on staff shared drive for teachers to update. Once updated reupload into SIMS directly. Set deadline later January to ensure contingency before Awarding Body entry deadline.

January

Year 11 mocks

- Book invigilators and TA support
- Collect class lists from HOD's
- Collect mock papers – check that there are enough papers
- Agree access arrangements with SENCo

GCSE Art/Performing Arts externally set task can be issued

Letters to Parents regarding re-sits

Review Mock Exam Access Arrangements

- Set up meeting with SENCo and students (with parents to let them know what will be in place)

Update student exam guide

JCQ deadline for submission of Centre Consortium agreement for centre assessed work

February

21st February – Deadline for submission of Entries for Summer Exams before late charges are incurred

- Using information received from Subject Leaders complete Entry Mark sheets in SIMs (Exams Handbook).
- Print Entry Lists from SIMs and forward to Subjects for checking, signing and returning.
- Upload to Awarding Body using A2C
- Print Individual Candidate Timetables from SIMs and present to students with covering letter, 'Route to Success' booklet and JCQ Information for Candidates
- Advise Head's PA of exam dates and times to avoid Assembly clashes. Update school calendar.
- Agree early lunches

31st January – Deadline for requesting Modified Papers for Summer Exams

- SENCo Department will advise if these are required. Order from Awarding Body

Deadline for requesting Access Arrangements for Summer Exams (Process managed by SENCo)

- SENCo will advise which students require applications – JCQ [AA]
- Each student should sign a Data Protection Notice before application is made
- Print 2 copies of approved applications one exam file and one for SENCo

Centre Declaration Sheets and Candidate Forms given to HOD's

Update Approved Access Arrangements into SIMS

Email invigilators with summer timetable – Book Invigilator Training

March / April

Check no timetable clashes

Results of Digital Applications released to centres (DIDA/CIDA)

Resources for Summer Exams

- Refer to JCQ [ICE]
- Morning exams start at 9.15am and afternoon exams vary between 1.00pm & 2.00pm depending on duration and Year Group involved. JCQ rules stipulate 9.00am & 1.30pm start but Centres have 30-minute window either side. Any alterations to this have to be approved by Awarding Body. See JCQ [ICE] Run Clashes Report in SIMs. If there are clashes refer to Exams Handbook.
- Decide on Room and Staffing requirements for Summer Exams. Depending on number of candidates it may be possible to sit Access Arrangement candidates in Hall – check with SENCo Confirm with HEAD TEACHER'S PA so room changes can be implemented.
- Book Invigilators – send letter confirming hours and ask them to confirm they are available.
- Details of Invigilators can be found in filing cabinet – 1 Invigilator to 30 candidates for written exams, 1 to 20 for onscreen and art exams.
- SENCo will support with supply of Readers and Scribes. Liaise with over staff availability. Aim for students to have same scribe for all exams.
- When rooms have been decided complete Seating Plans in SIMs (Exams Handbook).

- If Access Arrangement students are to be seated in Hall seat them first. Then seat students alphabetically in blocks depending on Exam Unit and Level. This makes life easier when putting out exam papers. If there are different finish times sit those finishing first closest to the exit.
- When selecting Access Arrangement students double check Extra Time
- Print Invigilator Copy for Exam Pack adding details of any Access Arrangement students.
- Print Display Copy and enlarge to A3 for Exams Notice Board.
- Memo to RAD detailing how and when Hall needs to be set up for Exams. Students who have scribes or laptops should have 2 exam desks. Remember desk and chair for invigilator and readers.
- Check supply of paper, pens, pencils etc. – order if necessary.

21st Mar Final date for entry withdrawal to be eligible for full refund (OCR)

21st Apr Final date for entry withdrawal to be eligible for full refund (AQA/ WJEC/ PEARSON)

Upload Amendment Files to Awarding Body

(Only required if changes to entries)

Student exam assembly

Final date to request transfer candidate arrangement (4 weeks prior to 1st exam)

Receipt of Exam Papers & Stationery for Summer Exams

- Exams Papers & Stationery received from the Awarding Body via Parcel Force – advise Reception items are due as they MUST be checked and stored in Exams Cupboard IMMEDIATELY.
- Check papers (exam unit and numbers of papers) to Dispatch Log and our timetable. Sign Dispatch Log and file
- Store in date order in fire proof cupboard.

May

15th May Deadline for submission of Controlled Assessment and Non-Examination Assessment marks (except Art)

- Awarding Bodies are moving to online (ensure planned in advance as last year AQA had capacity so access was withdrawn). Print or photocopy marks submitted
- If submitting online selected sample will be indicated so ask teacher to provide sample & post to moderator (obtain proof of posting) and log activity of when and where sent.

Check all preparations for Summer Exams

- Check all papers received.
- Check Attendance Registers received.
- Prepare Scribe and / or Word Processor Cover Sheets if necessary. File in Exam Pack
- Check Word Processor process by Awarding Body as this is now Awarding Body specific not JCQ
- If Subject Leaders request amendments to entries:
- Amend Mark sheets in SIMS
- Upload to Awarding Body via A2C
- Manually amend Seating Plan and Attendance Register
- Remind RAD about Exam Room set up.
- Display Seating Plans.
- Phone Parcel Force to arrange collection of completed papers
- Check Exam Room notices – refer to JCQ [ICE] – JCQ Warning / No Mobile Phones / Centre Details / Start & Finish Times / Silence.
- Check clock batteries.
- Check Invigilators and TAs still OK.
- Prepare invigilator blue folder with key forms and information
- Check Laptops and memory sticks if required – liaise with IT Technician.

Summer Exams

For each exam:

- Display signs:
 - Inside Exam Room: Evacuation Procedure/Centre Details / Start & Finish Times

- Outside Exam Room: JCQ Warning / seating plan/No Mobile Phone / No Entry / Silence (include surrounding corridors and staff room!).
- Display 3 clocks in Hall
- Print and sort Desk labels into order and place on desks as per Seating Plan.
- Give Invigilator Copy of Seating Plan and Attendance Registers
- Maximum 1 hour before exam published start time open exam papers and photocopy onto coloured paper if required – if separate answer sheets these need to be copied onto colour as well.
- Maximum 1 hour before publish start time remove exam papers from storage for any exams being taken at another site
- Ensure Exam paper packets are opened with a 2nd person validating the date and session for each packet correct. This must be completed in the secure store.
- Put exam papers on desks – once this is done the room MUST be supervised at ALL times.
- Check all candidates present at start of exam – contact any absent students.
- At end of exam:
 - Check completed papers to Attendance Register
 - Ensure Register is signed
 - Parcel papers up – envelopes in Exams Cupboard – labels EITHER in draw of filing cabinet or received via email to exam66731@....
 - Complete Parcel Force Dispatch Log and store log and packages in filing cabinet in Exams Cupboard until collection.
 - Parcel Force driver will scan parcels and sign log which should then be filed – in filing cabinet.
- If a candidate is ill on the day but still sits the exam we will need to apply for Special Consideration – JCQ [SC]
- If a candidate fails to sit the exam as they are unwell request either a medical certificate or letter from parent or guardian confirming illness. If not a valid reason invoice the student for the cost of the exam entry and seek approval from KMC to withdraw from examination to prevent a “U” grade.

June

- GCSE exams continue

Year 6 CAT Tests

- Prepare papers for CAT tests – alphabetical list from Head Teachers PA

July

Year 6 CAT Tests

- Ensure papers on the desks are in alphabetical order
- Ensure 2 pencils, an eraser and pencil sharpener are on each desk
- Download results from website and upload into Shared Resources – copies to SLT

BTEC Results Uploaded onto Edexcel / SIMS

Clean Exam Tables

Preparations for Summer Exams Results Day

- Arrange for message to be put on school's web site detailing how and when results can be collected.
- Prepare Results Mark sheets in SIMs. See SIMs Exams Handbook
- Prepare labels (name & address) & A5 envelopes for candidates.
- Photocopy Headed Paper for Results.
- Add BTEC, and early GCSE Results to Results Spreadsheet.
- Prepare Collection Lists – name and signature columns.
- Get copy of Form 8 from SENCo and ensure copy, along with information of access arrangement put in place is given to student with results
- Download and print Results Day Survival Kit from SIMs Support Net [CAPITA SIMs Support Net](#)

3rd July Deadline for submission of Special Consideration Requests Summer Exams

- Refer JCQ [SC]
- Applications should be submitted via individual Awarding Body web sites.

Deadline for entry refunds on medical grounds

August

Restricted release of Results – 21st August

- Refer to CAPITA Results Day Survival Kit.
- Download Results from A2C.
- Import into SIMs.
- From SIMs print Individual Candidate's Results on Headed Paper and place in named envelopes.
- From SIMs print Subject Result Reports.
- Highlight candidates who are close to the grade boundaries

Release of Results to Candidates – 22nd August

- Issue Results to Candidates – if a third party wants to collect them we need candidates' signature. Students are told this.
- Scan Results and letters which need to be sent for any students' who have arranged for results to be emailed.
- Issue subject results to Subject Leaders.
- Issue any Results paperwork received from Awarding Body – take photocopies first!
- Advise Subject Leaders to obtain grade boundaries and results analysis from Awarding Body web sites
- Send emails to students after 12 noon for any students who have arranged for results to be sent via email.
- Post any results not emailed or collected in person.

Appendix 12

EXAM COMPLAINTS POLICY**Purpose of the procedure**

This procedure confirms the School compliance with JCQ's *General Regulations for Approved Centres 2023–24*.

Grounds for complaint

A candidate (or their/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.
- Candidate not informed of their centre assessed marks prior to marks being submitted to the awarding body.
- Candidate not informed of their 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.
- Candidate unhappy with internal assessment decision
- Centre fails to adhere to its internal appeals procedure

Access arrangements

- Candidate not assessed by the centre's appointed assessor.
- Candidate not involved in decisions made regarding their access arrangements.
- Candidate did not consent to personal data being shared electronically by the non-acquisition of a signed data protection notice/candidate data personal consent form.

- 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.
- Candidate unhappy with internal assessment decision
- Centre fails to adhere to its internal appeals procedure

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 (on-screen) 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 a review/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 re-check, a review of marking, a review of moderation or an appeal.
- 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.

Raising a concern/complaint

If a candidate (or their parent/carer) has a general concern or complaint about the centre's delivery or administration of a qualification they are following, our centre encourages them 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 their parent/carer) is then at liberty to make a formal complaint.

How to make a formal complaint?

- A formal complaint should be submitted in writing by completing a **complaints form**.
- Forms are available from the Exams Officer.
- Completed forms should be returned to the Exams Officer.
- Forms received will be logged by the centre and acknowledged within 7 calendar days.

How is a formal complaint 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 15 working days
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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 an **internal appeals form**.
- Forms received will be logged by the centre and acknowledged within 7 calendar days.
- The appeal will be referred to governing body.
- The governing body will inform the appellant of the final conclusion in due course.



Appendix 12

EXAM ARCHIVING POLICY

| Record Type | Record(s) description (where required) | Retention information/period | Action at end of retention period (Method of disposal) |
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| Access arrangement information | Any hard copy information kept by the EO relating to an access arrangement candidate | To be returned to SENCo as record owner at end of candidates final exam series | Confidential waste A cope may be given to students to pass onto their college |
| Alternative site arrangements | Any hard copy information on an alternative site arrangement. Notifications submitted online via CAP | Held by the EO till the review of marking deadline | Confidential waste |
| Attendance register copies | Any hard copy attendance registers from the exam board or school | Keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 12, 22] | Confidential waste |
| Awarding body administrative information | Any hard copy publications provided by awarding bodies. | To be retained until the current academic year update is provided. | |
| Candidates' scripts | Any unwanted copies of scripts returned to the centre through the Access to Scripts (ATS) service. | To be retained securely until the awarding body's earliest date for confidential disposal of unwanted scripts. Where teachers have used copies of candidates' scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are disposed of in a confidential manner. [Reference PRS 6] | Confidential waste |
| Candidates' work | Non-examination assessment work returned to the centre by the awarding body at the end of the moderation period. | To be logged on return to the centre and 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 until the deadline for a review of moderation has passed or until a review of moderation, an | Returned to candidates or safe disposal |

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| | | appeal or a malpractice investigation has been completed, whichever is later. [Reference GR 3] | |
| Certificates | Candidate certificates issued by awarding bodies. | Retain all unclaimed certificates under secure conditions for a minimum of 12 months from the date of issue. [Reference GR 5] | Confidential waste |
| Certificate destruction information | A record of unclaimed certificates that have been destroyed. | Destroy any unclaimed certificates after retaining them for a minimum of 12 months. They must be destroyed in a confidential manner. Centres that do not have a means of destroying certificates confidentially may return them to the respective awarding body. A record of certificates that have been destroyed should be retained for four years from their date of destruction. However, candidates should be informed that some awarding bodies do not offer a replacement certificate service. In such circumstances the awarding body will issue a Certifying Statement of Results; [Reference GR 5] | Confidential waste or return to awarding body |
| Certificate issue information | A record of certificates that have been issued. | Distribute certificates to all candidates without delay and regardless of any disputes. Certificates must not be withheld without prior permission from an awarding body which will only be given in very exceptional circumstances. A record should be kept of the certificates that are issued; [Reference GR 5] | Confidential waste |
| Confidential materials: initial point of delivery logs | Logs recording awarding body confidential exam materials received at the initial point of delivery in the centre to the point where materials are securely issued to an authorised member of staff. | Kept at reception and handed back to the EO after the exam season | Confidential waste |
| Confidential materials: receipt, secure movement and secure storage logs | Logs recording the receipt, checking, secure movement and secure storage of confidential exam materials. | Filed in the exams office with all other exam season information | Confidential waste |
| Dispatch logs | Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service | Filed in the exams office with all other exam season information | Confidential waste |

| Entry information | Any hard copy information relating to candidates' entries. | In exam season file | Confidential waste |
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| Exam question papers | Question papers for timetabled written exams. | For confidentiality purposes question papers must not be released to centre until after the awarding body's published finishing time for the examination or, in the case of a timetable variation, until all candidates within the centre have completed the examination. This does not restrict access to question papers by authorised centre personnel for the purpose of conducting examinations. [Reference GR 6] | Issued to subject staff after the published finish time |
| Exam room checklists | Checklists confirming exam room conditions and invigilation arrangements for each exam session. | Filed until the deadline for reviews of marking | Confidential waste |
| Exam room incident logs | Logs recording any incidents or irregularities in exam rooms for each exam session. | Filed until the deadline for reviews of marking | Confidential waste |
| Exam stationery | Awarding body exam stationery provided solely for the purpose of external exams. | Unused stationery will be returned to the centre's secure storage facility until needed for a future examination. Surplus stationery must not be used for internal school tests, mock examinations and non-examination assessments. Any surplus or out-of-date stationery will be confidentially destroyed. [Reference ICE 30] | Confidential waste |
| Examiner reports | Digital copy from the exam board | 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. | Confidential waste |
| Invigilation arrangements | See Exam room checklists | Filed until the deadline for reviews of marking | Confidential waste |
| Invigilator and facilitator training records | Registers of attendance | A record of the content of the training given to invigilators must be retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. A record of the content of the training given to invigilators and those facilitating an access arrangement for a candidate under examination conditions must be | Confidential waste |

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| | | retained on file until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 12, 13] | |
| JCQ publications | Any hard copy publications provided by JCQ. | To be retained until the current academic year update is provided. | |
| Moderator reports | Digital copies | To be immediately provided to head of department as records owner. | |
| Moderation returns logs | Logs recording the return of candidates' work to the centre by the awarding body at the end of the moderation period | Filed until the deadline for reviews of marking | Confidential waste |
| Overnight supervision information | JCQ form Timetable variation and confidentiality declaration for overnight supervision for any candidate eligible for these arrangements. | Keep for inspection all completed forms available in your centre until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. Forms may be stored electronically or in hard copy paper format and must not be sent to an awarding body, unless specifically requested; [Reference ICE 8] | Confidential waste |
| Post-results services: confirmation of candidate consent information | Hard copy or email record of required candidate consent | Consent forms or e-mails from candidates must be retained by the centre and kept for at least six months following the outcome of the clerical re-check or review of marking or any subsequent appeal. The awarding bodies reserve the right to inspect such documentation. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4, appendix A and B] | All emails will be deleted and any hard copies will be confidentially disposed of |
| Post-results services: requests/outcome information | Any hard copy information relating to a post-results service request (RoRs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body. | Kept by EO for at least 6 months Any result information must be kept for 6 years | Confidential waste |
| Post-results services: tracking logs | Logs tracking to resolution all post-results service requests submitted to awarding bodies. | Kept electronically on school system | Delete any electronic copies and confidentially dispose of any hard copies |

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| Proof of postage – candidates' work | Proof of postage of sample of candidates' work submitted to awarding body moderators. (Proof of postage of candidates' scripts to awarding body examiners/markers) | Centres not involved in the secure despatch of exam scripts service: Must obtain proof of postage/despatch for each packet of scripts, which must be retained on the centre's files until the results are published, in case of loss or damage. Proof of postage will provide evidence that the candidates' scripts have left the centre. This is taken to indicate that the scripts were written at the appointed time and that, should the scripts not be received by the awarding body/examiner, then special consideration may be possible. [Reference ICE 29] | |
| Resolving timetable clashes information | Any hard copy information relating to the resolution of a candidate's clash of timetabled exam papers | Held by EO until the deadline for reviews of marking | Confidential waste |
| 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. | Confidential waste |
| Seating plans | Plans showing the seating arrangements of all candidates for every exam taken. | keep signed records of the seating plan, the invigilation arrangements and the centre's copies of the attendance registers for each examination. The awarding bodies may need to refer to these records. You must keep them until the deadline for reviews of marking has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference ICE 6] | Confidential waste |
| Special consideration information | Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate. | Where a candidate is present but disadvantaged for a timetabled written examination a proportion of cases will be sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting an on-line special consideration application until after the publication of results. Where a candidate is absent from an examination for an acceptable reason a proportion of cases will be | Confidential waste |

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| | | sampled for quality assurance purposes. A centre may be asked by an awarding body to provide evidence in support of an application. The centre must retain evidence supporting a candidate's absence from an examination until after the publication of results. [Reference <u>SC</u> 6] | |
| Suspected malpractice reports/outcomes | Any hard copy information relating to a suspected or actual malpractice investigation/report submitted to an awarding body and outcome information from the awarding body. | Held by EO until the deadline for reviews of marking | Confidential waste |
| Transferred candidate arrangements | Any hard copy information relating to a transferred candidate arrangement. Applications submitted online via CAP. | Held by EO until the deadline for reviews of marking | Confidential waste |
| Very late arrival reports/outcomes | Any hard copy information relating to a candidate arriving very late to an exam. Reports submitted online via CAP. | Held by EO until the deadline for reviews of marking | Confidential waste |