

Examinations Policy

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Ratified by Governors

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Learn more... Do more... Be more...

1 Rationale

- 1.1 It is our policy to enter all students for examination in those subjects in which we feel they have a chance of obtaining a grade. We do not deliberately restrict the entry in order make our results look good. We provide the maximum opportunity for every student.
- 1.2 Examination entries are made according to examination board schedules and parents are kept fully informed prior to the entries being made.

2 Aim

- 2.1 To establish and sustain an efficient exam system with clear guidelines for all users.

3 Exam Seasons

- 3.1 Exams will be offered to students as follows:

September	
October	CATs (Y7)
November	Internal exams Y11
December	Internal exams Y11
January	
February	
March	Y11 GCSE practical exams (Catering, Art, Drama)
April	Y11 GCSE practical exams (Art, Drama)
May	GCSE exams (Y10 and Y11) Y10 GCSE Catering practical exams Internal exams Y7 - 10
June	GCSE exams (Y10 and Y11) Internal exams Y7 - 10
July	

4 The Entry Procedure

- 4.1 The Examinations Officer will issue data collection sheets to HoDs at the beginning of the autumn term. HoDs must complete these forms for all subjects examined within their department for the coming year.
- 4.2 Before each exam season the Examinations Officer will set up electronic marksheets to collect exam entries from each subject area. It is the HoD's responsibility to ensure all students studying the course are entered for the correct exam and tier of assessment. HoDs will then receive an examination entry report which should be checked, signed and returned to the Examinations Officer as confirmation of correct and complete entries for their subject area. A copy should be kept on file by the HoD.
- 4.3 The Examinations Officer will then provide each candidate with a summary of proposed entries. This summary will also explain the circumstances where parents may be charged. Candidates and their parents will be required to sign the summary, confirming the accuracy of the details and their understanding of their responsibilities.
- 4.4 All students who study a course will normally be expected to sit the examination unless their withdrawal is authorised by the Headteacher. Amendments to entries should be made in writing to the Examinations Officer. Amendments requested after the entry deadline set by the boards are expensive and will usually be charged to the parent or subject area.



5 Early Entry

- 5.1 Opportunities for early entry are now rare. The school will explore such opportunities only if they are in the best interest of the student and they are operationally viable (staffing capacity, student numbers, etc.).

6 Funding

- 6.1 Any late entries (except in exceptional circumstances) will be charged to the parent or subject area, as appropriate.
- 6.2 The school will fund reasonable amendments requested by HoDs.
- 6.3 Candidates requesting re-marks or access to scripts will be charged according to the fees charged by the exam boards.
- 6.4 HoDs will discuss with their line manager any requests for re-marks or access to scripts.
- 6.5 Where HoDs are concerned about all candidates (or a significant sub-group) entered for a particular unit/component, requests for remarks must be authorised by the Headteacher.

7 Charges to Parents

- 7.1 The School reserves the right to reclaim entry fees from parents if a student:
- fails to sit the examination without reasonable cause
 - does not attend school regularly for the necessary course of study
 - does not complete or submit the necessary work to secure a grade by the correct time (e.g., controlled assessments)
 - infringes the Examination Regulations concerning unfair practice in an examination

8 Conduct of Examinations

- 8.1 All examinations will be conducted in accordance with the regulations set by the Joint Council for Qualifications (JCQ).
- 8.2 The Examinations Officer and Lead Invigilator will be responsible for the organisation and conduct of all exams.
- 8.3 All exam papers will be counted in by the Examinations Officer and Lead Invigilator and then securely stored until required.
- 8.4 HoDs will be responsible for checking audio/visual exam material in advance to ensure the quality is of a sufficient standard.
- 8.5 Designated senior staff will usually be present at the start of each subject exam to clarify queries with the exam paper. They may also be required to read any erratum notices. They will not be allowed to remove the examination paper from the exam room.
- 8.6 The Lead Invigilator and invigilators will be responsible for setting out the candidate name cards and exam papers. HoDs will be responsible for providing specialist equipment.
- 8.7 The Lead Invigilator will check the attendance register before the start of each exam and will report unexpected absentees to the front office. Office staff will be responsible for contacting absent candidates. The Head of Year 11 will be responsible for following up absences with students and parents.



- 8.8 Late candidates will be permitted to enter the exam room, in accordance with JCQ rules. However, the candidate will be warned that the awarding body has the right not to accept the script. The candidate may be allowed the full time for the exam if adequate supervision arrangements can be made.
- 8.9 Candidates will not be allowed to leave the exam room (unless in an emergency) until the exam has finished and their exam paper has been picked up and secured by an invigilator.
- 8.10 Question papers will be made available to Heads of Department two hours after the end of the examination in question.

9 Medical Needs

- 9.1 Matrons will ensure that a list of medical needs for all students sitting exams is provided to the Lead Invigilator for each room.
- 9.2 The Lead Invigilator will ensure that invigilators' attention is drawn to the existence of the medical list.
- 9.3 Students will not be separated from their medication, but invigilators will check that any bags contain only the medication. Medication will then be placed under the desk or on one corner of the desk, whichever arrangement the candidate prefers.

10 Examinations Access Arrangements Needs

- 10.1 Full details are set out in Appendix 3.
- 10.2 The SENCO will:
- request access arrangements / special consideration from the boards and process the replies.
 - inform the awarding body at the beginning of a course, if any student is to be given special arrangements for coursework which carries marks towards a final mark.
 - arrange readers / scribes / transcripts as required.
 - liaise with the Examinations Officer in order that adequate invigilation can be arranged.
 - ensure that candidates' scripts are kept securely and returned to the Exams Office immediately at the end of an exam.
 - notify the Examinations Officer if any candidates require modified papers according to the deadline set by the awarding body.
- 10.3 The SENCO will ensure the Examinations Officer has all information needed on each candidate with special needs in order that arrangements are made for extra time / timed rest breaks etc and the requirements of the Disability Discrimination Act (2006) are met.

11 Invigilation

- 11.1 The Head of Year, Y11 tutor and SLT line manager will be responsible for assembling candidates in an orderly manner before entering the exam room.
- 11.2 The Examinations Officer will be responsible for the recruitment, training and scheduling of invigilators.
- 11.3 The Examinations Officer and Invigilators will be responsible for ensuring that the rules and regulations relating to the conduct of examinations are strictly applied and followed.



12 Fire Alarms and Evacuations

- 12.1 In the event of a fire alarm during an examination, the Lead Invigilator will instruct students to put down their pens and await further instructions. Examinations conditions will remain in force.
- 12.2 A member of the senior team will contact the Lead Invigilator to give the signal to evacuate if necessary. The evacuation procedure to be followed is set out in Appendix 2.
- 12.3 Procedures will be carried out in accordance with JCQ guidelines.
- 12.4 The Lead Invigilator will note the time and duration of the disturbance and, once the exam has been resumed, will add the relevant time to the end of the examination.

13 Misconduct

- 13.1 Candidates and parents will be advised by the Examinations Officer and the SLT Line Manager of the conduct expected from candidates during the exam season. Invigilators will report all cases of misconduct to the Examinations Officer in the first instance, who will act according to JCQ regulations.

14 Despatch of examination scripts

- 14.1 The Examinations Officer will be responsible for the timely despatch of exam scripts using the secure system and will be responsible for tracing any missing packages.

15 Coursework

- 15.1 The HoD will be responsible for collecting all coursework ready for despatch by the deadline set by the awarding body. HoDs will also ensure that candidate declaration and centre declaration forms are completed as necessary. HoDs will take all coursework to the front office where it will be logged, packaged and dispatched.
- 15.2 Candidates have the right to appeal against the internal assessment of work for external qualifications. The appeal process is set out in Appendix 1.

16 Special Consideration

- 16.1 Applications for special consideration will be made to the SENCO as soon as possible who will then apply to the awarding body in accordance with JCQ regulations.

17 Results

- 17.1 The Examinations Officer and/or Senior Team will be responsible for downloading results from awarding bodies and providing staff with results for analysis.
- 17.2 Results will be available for collection by candidates on the day notified by the awarding body only. The Data Manager will be responsible for ensuring that all results slips are collected from the Post Office, collated and put into envelopes for collection by candidates.
- 17.3 Results will not be issued by telephone or email, except by prior agreement with the Headteacher or Data Manager. Candidates who are unable to collect results on the



specified days may provide written authority for someone to collect results on their behalf. Failing this, results will be posted to their last known home address.

18 Exam Board Reviews of Results and Appeals

- 18.1 Heads of Department will analyse GCSE results and will consider whether any reviews (of individual or group results) are appropriate.
- 18.2 Parents may request that their child's paper is reviewed and, if the school does not feel a review to be appropriate, will be asked to pay for the costs involved. Any costs will be refunded if the grade is changed.

19 Certificates

- 19.1 The Data Manager and office staff will arrange for certificates to be placed in envelopes ready for the annual Presentation Evening. Candidates will be required to sign for their certificates.
- 19.2 The Data Manager will safely store any uncollected certificates for a period of one year. After twelve months, JCQ regulations will be followed.

20 Return of Coursework

- 20.1 HoDs and subject teachers will be responsible for arranging to return coursework to candidates or storing/disposing of coursework which is not collected.

21 Internal Examinations

- 21.1 The Examinations Officer will liaise with the designated Senior Team member regarding internal examination requirements (ie timetable, invigilation, venue)
- 21.2 HoDs will be responsible for producing exam papers, which are suitable for the time slot allocated to their subject. HoDs will also ensure that exam papers are given to the Examinations Officer at least 48 hours before the start of each exam, together with audio/visual material and a covering sheet detailing any special requirements.
- 21.3 HoDs will make arrangements to collect completed exam papers from the Examinations Officer as soon as possible after the exam has finished.

22 Review and Evaluation

- 22.1 This policy will be reviewed every three years or in the light of any changes to legislation or guidance.



EXAMINATIONS POLICY

APPENDIX 1: APPEALS AGAINST INTERNAL ASSESSMENT OF WORK FOR EXTERNAL QUALIFICATIONS

- 1 Priestlands School is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the awarding body's specification and subject-specific associated documents.
- 2 Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Priestlands School is committed to ensuring that work produced by candidates is authenticated in line with the requirements of the awarding body. Where a number of subject teachers are involved in marking candidates' work, internal moderation and standardisation will ensure consistency of marking.
- 3 Priestlands School will ensure that candidates are informed of their centre-assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
- 4 Priestlands School will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
- 5 Priestlands School will, having received a request for copies of materials, promptly make them available to the candidate.
- 6 Priestlands School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
- 7 Requests for reviews of marking must be made in writing.
- 8 Priestlands School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
- 9 Priestlands School will 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.
- 10 Priestlands School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
- 11 The candidate will be informed in writing of the outcome of the review of the centre's marking.
- 12 The outcome of the review of the centre's marking will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the review of the centre's marking bring any irregularity in procedures to light, the awarding body will be informed immediately.
- 13 After candidates' work has been internally assessed, it is moderated by the awarding body to ensure consistency in marking between centres. The moderation process may lead to mark changes. This process is outside the control of Priestlands School and is not covered by this procedure.



EXAMINATIONS POLICY

APPENDIX 2: EMERGENCY EXAMINATIONS EVACUATION PROCEDURE

In the event of an emergency alarm sounding during an examination, the following procedures must be followed.

- 1 Lead Invigilator should note the time that the alarm was sounded and how long the examination has been going on. Ask candidates to stop writing and put down pens / pencils.
- 2 Telephone the front office by dialling '0'. If advised that it is a false alarm, candidates remain seated and the exam can continue once the alarm is silenced.
- 3 If evacuation is necessary, all examination question and answer papers and materials must be left on each candidate's exam desk and NOT taken out with them. No bags or personal belongings should be taken out of the Hall with the candidates.
- 4 BEFORE the candidates leave the Sports Hall and / or Main Hall, remind them that they are still under GCSE Examination Board conditions and under NO CIRCUMSTANCES should they talk to one another or use a mobile phone.
- 5 Remind candidates that a breach of regulations could mean disqualification from their examination.
- 6 UNDER NO CIRCUMSTANCES are candidates to take mobile phones or other electronic devices outside with them. This will be a breach of examination board regulations and they will risk being disqualified from their examination.
- 7 Candidates should leave the Sports Hall and / or Main Hall in an orderly fashion via the fire exits. Invigilators must supervise candidates. The Lead Invigilator must take out the exam registers, together with pens.
- 8 Invigilators should take a roll-call, to ensure that all candidates are present and accounted for.
- 9 Candidates should assemble on the front field on the cricket wicket. This will ensure that they are isolated from the other classes / candidates. Invigilators should line up the candidates in the same rows and seating arrangements as the exam. A member of the senior team will join invigilators as soon as possible.
- 10 Upon re-entry to the Sports Hall and / or Main Hall, the Lead Invigilator should note the time of re-starting the examination and change the finish time. Ensure that the Exam Officer, has full details of the incident, in order that a Special Consideration Form can be submitted.
- 11 For smaller examination rooms, the same rules apply.



EXAMINATIONS POLICY

APPENDIX 3: EXAMINATIONS ACCESS ARRANGEMENTS PROCEDURES

Introduction

- 1 These procedures should be read in conjunction with Priestlands School's SEN Policy, which sets out the School's procedures for identifying SEND, making and evaluating provision for students with SEND, and monitoring the students' needs for access arrangements.
- 2 The school recognises that some students will meet the criteria for access arrangements in exams, due to specific difficulties which result in having below average processing speed or working memory, slow or poor handwriting, below average literacy skills or difficulties in attention. In putting access arrangements in place, the School is bound to comply with the Equality Act 2010 and with JCQ (Joint Council for Qualifications) Regulations.
- 3 The School is therefore only able to put access arrangements in place, where these arrangements are specifically recommended in a formal report carried out by a specialist assessor, an Educational Psychologist or by a Medical practitioner, within the time frame stipulated by JCQ. Assessments must demonstrate in quantitative and qualitative measures, that the student meets JCQ criteria for access arrangements as set out in the JCQ 'ICE' (Instructions for the Conduct of Exams) booklet.
- 4 JCQ adjusts its regulations periodically and the School is bound to comply with the current regulations. The SENCO attends training on a regular basis, to ensure she is apprised of the JCQ regulations for each academic year.
- 5 As advised by JCQ, the School will exercise its judgement regarding a student's eligibility for access arrangements. Privately commissioned reports will only be accepted by JCQ - and therefore by the School - if they are written to the required standard and demonstrate the student's need in quantifiable terms. In addition, the School is also required to gather qualitative evidence that the access arrangements reflect the candidate's needs and their normal way of working within school. To this end, the School will permit access arrangements as above, for students in curriculum year 10 and above. Following internal exams, the Achievement Support Department will conduct exam reviews with each student who has access arrangements, in order to gather the evidence that the arrangement was needed and used.
- 6 A selection of the student's exam scripts will be kept in the Learning Support Department files as evidence of need and use, should JCQ inspectors request this.
- 7 For students in KS3, the Achievement Support Department will carry out exam reviews following exams, in order to monitor the student's need for future access arrangements and begin the process of gathering evidence for these.
- 8 Due to the JCQ stipulation that assessments must be carried out after year 9, students in KS3 can only be granted extra time in exams in very exceptional circumstances, where a valid assessment demonstrates evidence of need. There will need to be a new assessment during year 9 if access arrangements are likely to be needed at GCSE.

Use of extra time

- 9 In compliance with JCQ Guidelines, the school will permit the use of up to 25% extra time under the following conditions:

There must be evidence of a substantial and long-term disability (as defined in the Equality Act 2010), which places the candidate at a substantial disadvantage when working under timed



conditions.

- 10 Examples of this would include an identified specific learning difficulty resulting in below average scores for speed of writing, speed of reading, processing speed, working memory or spelling. JCQ defines 'below average' as a standard score of 84 or below, or two standard scores of 85 - 89. There must be evidence of this need in the form of an up to date medical or educational psychologist's report, or a report by an appropriately qualified professional holding a current practising certificate and using JCQ approved standardised tests.
- 11 In compliance with JCQ regulations, this report must have been carried out during or after Y9. The school notes that reports that are out of date will not be accepted as evidence of need.
- 12 The school will agree to apply for extra time for public examinations on the basis of the evidence above, and provided there is also evidence that this is the candidate's normal way of working in exams and timed tests. To this end, the School will collect evidence of the need for, and use of, extra time in internal exams.

Awarding a word processor

- 13 In compliance with JCQ guidelines, the school will permit the use of a word processor in examinations, where this is the candidate's normal mode of working within the school. The spellcheck facility will be disabled and the arrangement will be put in place only if:
 - The student has difficulty writing legibly
 - The student has poor handwriting
 - The student has identified specific learning difficulties resulting in planning and organisational difficulties when writing*
 - The student has a medical condition affecting handwriting*
 - The student has a physical disability*
 - The student has a sensory impairment*
- 14 In all of the instances asterisked*, there will need to be evidence of need in the form of a medical or educational psychologist's report, or a report by an appropriately qualified professional.
- 15 The School will collect evidence of the candidate's need for, and use of, word processing in lessons and in exams. Candidates will not be permitted to word process their exams simply because they:
 - Prefer to type
 - Can work faster on a word processor.

Allocating a Word Processor

- 16 Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups, with one group sitting the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE. Alternatively, the Exams Officer will book an ICT room and desktop machines will be used, restricted in the same way as laptops would be.

Other Access Arrangements

- 17 The School will consider the need and eligibility for other access arrangements on a case-by-case basis, according to the need for and appropriateness of the arrangement.



EXAMINATIONS POLICY

APPENDIX 4: POLICY FOR GCSE CONTROLLED ASSESSMENT

1 Rationale

- 1.1 As part of the 2007 review of GCSE qualification and subject criteria, QCA commissioned a report on internal assessment in GCSE specifications. The report which was published in June 2007 recommended that coursework should be replaced in the majority of subjects by controlled assessment.
- 1.2 The process of Controlled Assessment has 3 stages:

Task Setting

- 1.3 Tasks are set either by the awarding body (High control) or by the Centre (Medium Control) and in both cases, must be developed according to the requirements of the specification.

Task Taking

- 1.4 Three levels of control apply:
- **Low control:** students can work unsupervised outside the classroom; this is normally the research stage
 - **Medium control:** students can work under informal supervision; this is normally the analysis stage
 - **High Control:** students complete their task under direct supervision throughout; this is the write-up stage.

Task Marking

- 1.5 Task Marking has either a High or Medium Control level:
- High control means that the awarding body marks the tasks
 - Medium control is where work is assessed by the teacher and externally moderated by the awarding body in the same way as coursework

2 Objectives

- 2.1 The key objectives of Controlled Assessment Tasks are to:
- enable a more integrated approach to teaching and learning and assessment
 - provide an increased facility to ensure that work is the students' own
 - enable teachers to choose the timing of the controlled assessment
 - enable teachers to select from a choice of tasks and contextualised them
 - be viewed as part of the course, rather than a separate activity; it should be an integral part of teaching and learning
 - usually take place in the classroom, within the normal timetable
 - features levels of control designed to maximise reliability and authenticity

3 Roles and Responsibilities

- 3.1 **The Senior Team will:**
- Ensure, on behalf of the Headteacher, that each subject carries out controlled assessment in accordance with the instructions issued by the Joint Council for Qualifications (JCQ);



- Co-ordinate, with Heads of Department, a schedule for controlled assessment to take place;
- 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);
- Ensure all staff, students and parents have access to a calendar of events.
- Report to the examination board any malpractice or instances of a student's work being lost.

3.2 **Heads of Department and Subject Leaders will ensure:**

- They obtain the controlled assessment task details from the exam boards;
- They liaise with their line manager to agree the most appropriate time for the controlled assessment to take place;
- They plan when and how the assessment will take place, taking into account the accommodation and resources required;
- Entries for controlled assessment are made at the appropriate time;
- Assessment marks are submitted to the exam board by the appropriate date;
- The safe and secure conduct of controlled assessment in their area and comply with JCQ guidelines and awarding bodies' subject-specific instructions;
- They agree with line managers when high level controlled assessment is taking place;
- 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated;
- All marking is standardised;
- All teachers in each department understand their responsibilities with regard to controlled assessment and are familiar with the contents of the JCQ publication "Instructions for conducting controlled assessments";
- Individual teachers understand the requirements of the awarding body's specification, particularly the level of control required, and are familiar with the relevant teachers' notes, and any other subject specific instruction;
- There is a clear policy in the department handbook on the carrying out of controlled assessment and appropriate staff training takes place on an annual basis;
- All confidential materials, together with the work produced by the candidates, are stored securely at all times. Secure storage is defined as a secure locked steel cabinet, a metal cabinet or similar;
- Support Staff are given sufficient notice in which to order and prepare materials needed for assessments;
- The Special Educational needs Co-ordinator (SENCO) is informed about any assistance required for the administration and management of access arrangements;
- In the case of formal supervision (high level of control) candidates do not have access to e-mail, the internet, mobile phones or any other electronic devices;
- Where videos or photographs/images of the candidates are to be included as part of the controlled assessment consent is obtained from parents/carers/guardians;



- Teachers and support staff are aware of what work may be included: work may be handwritten in black ink or word processed; printouts, charts and videos can be included where appropriate;
- Their line manager is informed if suspected malpractice occurs or if a student's work is lost;
- Staff are aware that re-sits of controlled assessment may be allowed in the next exam session;
- Staff are aware that, after the results are published, it may be possible to request a re-moderation of the work;
- A log is kept which contains:
 - The date and time of each assessment together with its title;
 - The name of the supervising teacher;
 - A list of candidates who were present during the assessment;
 - A list of any absent candidates;
 - A log of any incidents which occurred during the assessment is kept for each controlled assessment.

3.3 **Teaching staff must:**

- Comply with the general guidelines contained in the JCQ publication "Instructions for conducting controlled assessments";
- Ensure relevant display materials are removed or covered up;
- Lock up all assessment materials in a suitable secure cabinet at the end of each session;
- Ensure students using ICT facilities for high control level work use separate user accounts that have no access to internet or e-mail and are only accessible during the controlled sessions;
- Collect in any work saved on memory sticks after each session and lock them away as above;
- Keep attendance records from assessment sessions;
- Ensure that any student who is absent is given the chance to make up the time if necessary;
- Report any long absences to the SENCO so that special consideration can be applied for;
- Understand the relevant level of control permitted (high, medium or low) and comply with the level of permitted supervision (e.g. high control means that students are under exam conditions);
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website;
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials, together with the work produced by the candidates, are stored securely at all times;
- Supervise assessments (at the specified level of control) and undertake the tasks required under the regulations, only permitting assistance to students as the specification allows;



- Where the specification permits students to work with others (e.g. during collection of data), ensure that any descriptions of the joint work is in each candidate's own words;
- Inform their line manager if suspected malpractice occurs or if a student's work is lost;
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment;
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks to the TLR holder at the date required, keeping a record of the marks awarded;
- Retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

3.4 **The Data Manager will:**

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries;
- Enter students' "cash-in" codes for the terminal exam series;
- Take responsibility for receipt, safe storage and safe transmission, whether in CD, digital 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 controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of the Senior Team.

3.5 **The Special Educational needs Co-ordinator will:**

- Ensure access arrangements have been applied for;
- Work with teaching staff to ensure requirements for support staff are met.
- Liaise as necessary to ensure that access arrangements are met.

3.6 **The ICT Network Manager will:**

- Provide students with separate user accounts for exam use that have no access to internet or e-mail and are only accessible during the controlled sessions.

3.7 **Students will:**

- Keep a research diary where they note the guidance and feedback received from their teacher; the diary should also contain a record of the research and planning stage containing notes, diagrams, essay plans and bibliography
- Use separate user accounts for high control level work that have no access to internet or e-mail and are accessible only during the controlled sessions;
- Hand in all assessment materials so that they can be locked up at the end of each session;
- Hand in work saved on memory sticks so that they can be locked away;
- Sign authentication forms on completion of an assessment;

4 **Good Practice**

- 4.1 At the start of a formal sessions of controlled assessment candidates will be reminded to turn their phone off and disable alarms;



- 4.2 Staff are encouraged to go through the JCQ Notice to Candidates (for controlled assessments) at the start of each assessment and ensure that they fully understand the penalties incurred in the case of any kind of malpractice.

5 Student Malpractice

- 5.1 The Headteacher will:
- report to the appropriate awarding body at the earliest opportunity all suspicions or actual incidents of malpractice;
 - if the irregularity is discovered prior to the candidate signing the declaration of authentication form investigate any alleged malpractice internally and record the outcome on the authentication form supplied by the awarding body;
 - if the irregularity is identified after the candidate has signed the declaration of authentication, the Headteacher will submit full details of the case to the relevant awarding body at the earliest opportunity;
 - supervise all investigations resulting from an allegation of malpractice;
 - ensure that if it is necessary to delegate an investigation to a member of staff, the member of staff chosen is independent, and not connected to the department involved in the suspected malpractice. This is to avoid conflicts of interest which can otherwise compromise the investigation;
 - respond speedily and openly to all requests for an investigation into an allegation of malpractice, as this is in the best interests of centre staff, candidates and any others involved.

6 Teacher Malpractice

- The school will carry out an investigation where it is evident that a teacher has helped a child with their controlled assessment beyond the guidelines contained within each specification;
- Where there is malpractice it will be dealt with under the disciplinary policy of the school and the awarding body will be informed.

7 Monitoring and evaluation

- 7.1 This policy will be monitored under the Teaching & Learning Portfolio by the Board of Governors.



EXAMINATIONS POLICY

APPENDIX 5: CONTINGENCY PLAN

<i>Potential issue</i>	<i>Potential shortfall</i>	<i>Centre response</i>
Absence of exams officer	<p>Planning</p> <ul style="list-style-type: none"> ▪ annual data collection exercise not undertaken ▪ annual exams plan not produced identifying essential tasks, dates & deadlines ▪ sufficient invigilators not recruited and trained <p>Entries</p> <ul style="list-style-type: none"> ▪ awarding bodies not informed of estimated entries, delaying release of information required by teachers ▪ candidates not being entered for exams/assessment ▪ exam board entry deadlines missed or late; penalty fees incurred <p>Pre-exams</p> <ul style="list-style-type: none"> ▪ exam timetables and invigilation schedules not prepared ▪ candidates not briefed on exam timetables and other information ▪ exam materials and candidates' work not stored under required conditions ▪ internal assessment marks and work samples not submitted to exam boards <p>Exam time</p>	The exams officer is part of a team of 4 people led by an experienced member of SLT. SLT members and other staff will cover key duties as necessary.



	<ul style="list-style-type: none"> ▪ exams/assessments not taken under prescribed conditions ▪ reports/requests not submitted to exam boards during exam/assessment periods (e.g. very late arrival, suspected malpractice, special consideration) ▪ scripts not dispatched as required to awarding bodies <p>Results and post-results</p> <ul style="list-style-type: none"> ▪ access to and distribution of results to candidates ▪ facilitation of the post-results services 	
Absence of SENCO	<p>Planning</p> <ul style="list-style-type: none"> ▪ candidates not assessed to identify access arrangement requirements ▪ evidence of need and evidence to support normal way of working not collated <p>Pre-exams</p> <ul style="list-style-type: none"> ▪ approval for access arrangements not applied for ▪ modified paper requirements not identified in time to meet deadlines ▪ staff supporting access arrangement candidates not allocated and trained <p>Exam time</p> <ul style="list-style-type: none"> ▪ access arrangement candidate support not arranged for exam rooms 	The absence of the SENCO would be covered by a Senior Leader. Support would also be sought from a local secondary school.



Absence of teacher(s) at key points in the exam cycle	<ul style="list-style-type: none"> ▪ Estimated entry information not provided on time, resulting in pre-release information not being received ▪ Final entry information not provided on time; resulting in: <ul style="list-style-type: none"> ○ candidates not being entered or entered late for exams/assessments ○ late or other penalty fees being charged by awarding bodies ○ Internal assessment marks & candidates' work not submitted by deadlines 	The extended absence of any teacher would be monitored by the Head of Department or line manager.
Lack of trained invigilators or invigilator absence	<ul style="list-style-type: none"> ▪ Failure to recruit and train sufficient invigilators to conduct exams ▪ Invigilator shortage on peak exam days ▪ Invigilator absence on the day of an exam 	School has list of pre-approved invigilators. This would be used if invigilator absent. If no external invigilators available, SLT & other staff would cover.
Exam rooms: lack of appropriate rooms or main venues not available	<ul style="list-style-type: none"> ▪ Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning ▪ Insufficient rooms available on peak exam days ▪ Main exam venues unavailable due to an unexpected incident at exam time 	Exams would be moved to classrooms as necessary. In the event of sudden unexpected unavailability, resulting in classrooms having to be used, this might result in school closure to other year groups.
Failure of ICT systems	<ul style="list-style-type: none"> ▪ SIMS system failure at final entry deadline ▪ SIMS system failure during exams preparation ▪ SIMS system failure at results release time 	<ul style="list-style-type: none"> ▪ Liaise with network support in school. ▪ Contact exam boards for advice.



Disruption of teaching time – school closed for extended period	<ul style="list-style-type: none"> School closed or candidates unable to attend for extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning 	<ul style="list-style-type: none"> School would communicate with parents and students about potential disruption to teaching time and plans below: Temporary classrooms hired as necessary Follow DofE guidance for any school closure as a result of a pandemic lockdown
Candidates unable to take exams because of a crisis – school open	<ul style="list-style-type: none"> Candidates unable to attend school to take examinations as normal 	<ul style="list-style-type: none"> School communicates with exam boards, parents and candidates at outset. Apply to exam boards for special consideration for candidates Follow DofE guidance for any school closure as a result of a pandemic lockdown
School unable to open as normal during the exams period	<ul style="list-style-type: none"> Centre unable to open as normal for scheduled examinations 	<ul style="list-style-type: none"> Seek alternative venues (Pennington Junior School; Brockenhurst College, etc.) Apply to exam boards for special consideration. Offer candidates opportunity to sit exams missed at next available series, if possible.
Disruption in distribution of exam papers or collection of exam scripts	<ul style="list-style-type: none"> Disruption to the distribution of examination papers to the centre in advance of examinations Delay in normal collection arrangements for completed examination scripts 	<ul style="list-style-type: none"> School contacts exam boards to arrange for alternative delivery of papers (fax; email, courier, etc). School contacts exam boards to arrange for alternative collection of scripts (courier, etc).
Assessment evidence not available to be marked	<ul style="list-style-type: none"> Large scale damage to or destruction of completed examination scripts/ assessment evidence before it can be marked. 	<ul style="list-style-type: none"> School communicates immediately with exam boards and to students and parents. Candidates retake affected assessment at a subsequent assessment window, if possible.
School unable to distribute results as normal	<ul style="list-style-type: none"> School is unable to access or manage the distribution of results to candidates, or to facilitate post-results service. 	<ul style="list-style-type: none"> Explore using Pennington Junior School or Brockenhurst College to distribute results. Seek support from local secondary school re: post-results service
Fire or other forced evacuation during exam	<ul style="list-style-type: none"> Unable to hold exam/delayed start Students distressed and disadvantaged 	<ul style="list-style-type: none"> Follow existing policy re: evacuation Apply to exam boards for special consideration for candidates



Wrong exam papers received; missing pages or major errors	<ul style="list-style-type: none"> ▪ Unable to hold exam/delayed start/exam interrupted ▪ Students distressed and disadvantaged 	<ul style="list-style-type: none"> ▪ Contact exam boards ▪ Apply to exam boards for special consideration for candidates
Student taken ill during exam	<ul style="list-style-type: none"> ▪ Students unable to complete exam ▪ Other students potentially distressed and disadvantaged 	<ul style="list-style-type: none"> ▪ er/first aider called. ▪ Follow procedures. ▪ Apply to exam boards for special consideration for other candidates.
Student caught cheating or disrupting exam	<ul style="list-style-type: none"> ▪ Other students potentially disrupted and disadvantaged 	<ul style="list-style-type: none"> ▪ Invigilators report problem; candidate(s) warned; parents informed. ▪ SLT deal with malpractice issues ▪ JCQ malpractice form completed



EXAMINATIONS POLICY

APPENDIX 6: NON-EXAMINATION ASSESSMENT POLICY

1 Definition

- 1.1 Non-examination assessment is a form of internal assessment for reformed GCSE qualifications where it is the only valid means of assessing essential knowledge and skills that cannot be tested by timed written papers. Non-examination assessment applies control over internal assessment at three points:
- Task setting;
 - Task taking; and
 - Task marking.

2 Responsibilities

- 2.1 To establish and sustain an efficient exam system with clear guidelines for all users.
- 2.2 To be familiar with Joint Council for Qualifications (JCQ) instructions for conducting non-examination assessment.
- 2.3 To be responsible to relevant GCSE awarding bodies to ensure that all non-examination assessments are conducted according to qualification specifications.

Examinations Officer

- 2.4 To be familiar with JCQ instructions for conducting non-examination assessment and other related JCQ documents.
- 2.5 To be familiar with general instructions relating to non-examination assessment from each relevant GCSE awarding body.
- 2.6 In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, to submit non-examination assessment marks to the relevant awarding body.
- 2.7 In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, dispatch students' assessments for moderation.
- 2.8 In collaboration with Subject Learning Leaders / Teachers in Charge of Subject, make appropriate arrangements for the security of non-examination assessment materials.

Heads of Department and Subject Leaders

- 2.9 To be familiar with JCQ instructions for conducting non-examination assessment
- 2.10 To understand and comply with specific instructions relating to non-examination assessment for the relevant GCSE awarding body.
- 2.11 To ensure that individual teachers understand their responsibilities with regard to non-examination assessment.
- 2.12 To ensure that they use the correct task for the year of submission and take care to distinguish between tasks and requirements for legacy and new specifications.
- 2.13 To 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.
- 2.14 To undertake appropriate departmental standardisation of non-examination assessments



- 2.15 In collaboration with the Examinations Officer, to submit non-examination assessment marks to the relevant awarding body.
- 2.16 In collaboration with the Examinations Officer dispatch students' assessments for moderation.
- 2.17 In collaboration with the Examinations Officer, make appropriate arrangements for the security of non-examination assessment materials

SENCO

- 2.18 To be familiar with JCQ instructions for conducting non-examination assessment with reference to special access arrangements
- 2.19 In collaboration with the Examinations Officer Co-ordinate requests for special access arrangements

Subject Teachers

- 2.20 To supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specifications allow.
- 2.21 To ensure that students and supervising teacher(s) sign authentication forms on completion of an assessment.
- 2.22 To mark internally assessed components using the mark schemes provided by the awarding body. Via the subject leader, submit marks through the exams office to the awarding body when required, keeping a record of the marks awarded. (Where assessments are marked internally teachers may disclose marks to candidates provided that it is made clear that the moderation process may result in changes to marks. They should NOT attempt to convert marks to grades in advance of the publication of results.)
- 2.23 To take part in appropriate departmental standardisation of Controlled Assessments
- 2.24 To retain candidates' work securely between assessment sessions (if more than one).
- 2.25 Post-completion, to retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- 2.26 To ask the special educational needs coordinator (SENCO) and the Examinations Officer for any assistance required for the administration and management of access arrangements.

3 Task Setting

- 3.1 In accordance with specific GCSE awarding body guidelines, Subject Learning Leaders will be responsible for the selection of non-examination assessment tasks from an approved list or for setting appropriate centre specific tasks.
- 3.2 Subject Teachers will ensure that students understand the assessment criteria for any given assessment task.

4 Issuing of tasks

Subject teacher

- 4.1 Determines when set tasks are issued by the awarding body
- 4.2 Identifies date(s) when tasks should be taken by candidates



- 4.3 Accesses set tasks in sufficient time to allow planning, resourcing and teaching and ensures that materials are stored securely at all times
- 4.4 Ensures requirements for legacy specification tasks and new specification tasks are distinguished between

5 Task taking

Supervision

- 5.1 The subject teacher:
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
 - Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
 - Ensures there is sufficient supervision to ensure the work a candidate submits is their own
 - Work may be completed outside of the centre without direct supervision, provided that the centre is confident that the work produced is the candidates own.
 - Where candidates may work in groups, keeps a record of each candidate's contribution
 - Ensures candidates are aware of the JCQ documents [Information for candidates - non-examination assessments](#) and [Information for candidates - Social Media](#)
 - Ensures candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Advice and feedback

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

Resources

- 5.3 The subject teacher:
- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
 - Ensures conditions for any formally supervised sessions are known and put in place
 - Ensures conditions for any formally supervised sessions are understood and followed by candidates
 - Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
 - Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits



5.4 The subject teacher:

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

Collaboration and group work

5.5 The subject teacher:

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

Authentication procedures

5.6 The subject teacher:

- Where required by the awarding body's specification
 - ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
 - signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Provides signed candidate declarations where these may be requested by a JCQ Centre Inspector
- Where there may be doubt about the authenticity of the work of a candidate or if malpractice is suspected, follows the authentication procedures and malpractice information in NEA and informs the exams officer

Presentation of work

5.7 The subject teacher:

- Instructs candidates to present work as detailed in [NEA](#) unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

Keeping materials secure

5.8 The subject teacher:

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in [NEA](#) 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means



- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- 5.9 Network Managers:
- Ensure appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

6 Task marking – externally assessed components

Conduct of externally assessed work

- 6.1 The subject teacher:
- Liaises with the exams officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification
 - Liaises with the Visiting Examiner where this may be applicable to any externally assessed component
- 6.2 The Exams officer
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
 - Conducts the externally assessed component within the window specified by the awarding body
 - Conducts the externally assessed component according to the JCQ publication [Instructions for conducting examinations](#)

Submission of work

- 6.3 The subject teacher:
- Provides the attendance register to a Visiting Examiner
- 6.4 The Exams officer
- Provides the attendance register to the subject teacher where the component may be assessed by a Visiting Examiner
 - Ensures the awarding body's attendance register for any externally assessed component is completed correctly to show candidates who are present and any who may be absent
 - Where candidates' work must be despatched to an awarding body's examiner, ensures the completed attendance register accompanies the work
 - Keeps a copy of the attendance register until after the deadline for enquiries about results for the exam series
 - Packages the work as required by the awarding body and attaches the examiner address label
 - Despatches the work to the awarding body's instructions by the required deadline

7 Task marking – internally assessed components

Marking and annotation

- 7.1 The subject teacher:
- Marks candidates' work in accordance with the marking criteria provided by the awarding body



- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria
- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

7.2 The Head of Department or Subject Leader

- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

7.3 The subject teacher:

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

Consortium arrangements

7.4 The Head of Department or Subject Leader

- Ensures a consortium co-ordinator is nominated (where this may be required as the consortium lead)
- Liaises with the exams officer to ensure form JCQ/CCA is submitted to the awarding body for each exam series affected
- Ensures procedures for internal standardisation as a consortium are followed

7.5 The subject teacher:

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

7.6 The Exams Officer:

- Arranges completion of form JCQ/CCA [Centre consortium arrangements for centre - assessed work](#)
- Submits form JCQ/CCA to the deadline for each exam series affected
- Submits marks to the awarding body deadline
- Where relevant, liaises with other consortium exams officers to arrange despatch of a single moderation sample to the awarding body deadline
- Where relevant (as the consortium lead), retains all candidates' work in the consortium until after the deadline for enquiries about results for the exam series

8 Submission of marks and work for moderation

8.1 The subject teacher:

- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the exams officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors



- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the exams officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams officer

8.2 The Exams Officer:

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

9 Storage and retention of work after submission of marks

9.1 The subject teacher:

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

9.2 The Exams Officer:

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

10 External moderation - feedback

10.1 Head of Department/Subject Leader:

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

10.2 The Exams Officer:

- Accesses or signposts moderator reports to relevant staff



- Takes remedial action, if necessary, where feedback may relate to centre administration

11 Access arrangements

11.1 The subject teacher:

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

11.2 The SENCO:

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

12 Special consideration

12.1 The subject teacher:

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate
 - is absent
 - produces a reduced quantity of work
 - work has been lost
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments

12.2 The Exams Officer:

- Refers to/directs relevant staff to the JCQ publication [A guide to the special consideration process](#)
- Where a candidate is eligible, submits an application for special consideration via the awarding body's secure extranet site to the prescribed timescale
- Where application for special consideration via the awarding body's secure extranet site is not applicable, submits the required form to the awarding body to the prescribed timescale
- Keeps required evidence on file to support the application

13 Malpractice

13.1 The Headteacher:

- Understands the responsibility to report to the relevant awarding body any suspected cases of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures](#)



13.2 The subject teacher:

- Is aware of the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work](#)
- Ensures candidates understand the JCQ document [Information for candidates - non-examination assessments](#)
- Ensures candidates understand the JCQ document [Information for candidates - Social Media](#)

13.3 The Exams Officer:

- Signposts the JCQ publication [Suspected Malpractice in Examinations and Assessments: Policies and Procedures to the Headteacher](#)
- Signposts the JCQ [Notice to Centres - Teachers sharing assessment material and candidates' work to subject heads](#)
- Signposts candidates to the relevant JCQ information for candidates documents
- Where required, supports the Headteacher in investigating and reporting incidents of suspected malpractice

14 Enquiries about results

14.1 The Headteacher:

- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against a centre decision not to support an enquiry about results request or not supporting an appeal following the outcome of an enquiry about results

14.2 The Head of Department/Subject Leader:

- Provides relevant support to subject teachers making decisions about enquiries about results

1.1 The subject teacher:

- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the exams officer with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

1.2 The Exams Officer:

- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication [Post Results Services, Information and guidance for centres](#)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

2.1 The Headteacher:

- Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates



at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

2.2 The Quality assurance (QA) lead/Lead internal verifier

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

2.3 The Head of Department/Subject Leader:

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

2.4 The subject teacher:

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

2.5 The Exams Officer:

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



EXAMINATIONS POLICY

APPENDIX 7: EXAMINATIONS ARCHIVING POLICY

Reference to key guidance:

- ICE: [Instructions for Conducting Examinations](#) (JCQ, annually)
- GR: [General Regulations for Approved Centres](#) (JCQ, annually)
- PRS: [Post-Results Services: Information and Guidance to Centres](#) (JCQ, annually)
- AARA: [Access Arrangements and Reasonable Adjustments](#) (JCQ, annually)

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Hard copy information relating to individual access arrangement candidates.	Return to SENCo at end of the candidate's final exam series.	Incorporate into students' personal files
Attendance register copies and seating plans, including very late arrival reports/outcomes	Hard copies of registers, seating plans and information relating to any very late arrival reports submitted to an awarding body for a candidate and outcome information from the awarding body	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference <u>ICE</u> 6,15]	Secure disposal
Awarding body admin information	Hard copy/online publications provided by awarding bodies.	Exams Officer retains until next year update is provided.	Standard disposal
Candidates' work	Non-examination assessment work (inc. controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation.	Return to subject staff as records owner. Store securely with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series. [Reference <u>GR</u> 3, 5]	Returned to candidates or standard disposal



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Uncollected Exam Certificates		Retain securely for minimum of 12 months from date of issue. [Reference GR 5]	Secure disposal
Certificate destruction information	Record of unclaimed certificates that have been destroyed.	Exam Officer retains for 4 years from date of certificate destruction. [Reference GR 5]	Secure disposal
Certificate issue information	Record of certificates that have been issued to candidates.	Exam Officer retains for 4 years from date of certificate being issued. [Reference GR 5]	Secure disposal
Confidential materials delivery logs	Log recording confidential materials delivered by awarding bodies to centre and issued to authorised staff.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Standard disposal
Confidential materials tracking logs	Log to track materials taken from or returned to secure storage throughout the time the material is confidential.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Standard disposal
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the DfE (Standards & Testing Agency) yellow label service	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Standard disposal
Entry information	Any hard copy information relating to candidates' entries.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Exam question papers (GCSE)	Question papers for timetabled written exams.	Exams Officer issues to HoDs after published finishing time and when all our candidates have completed the exam. [Reference ICE 16 and GR 5,6]	Standard disposal
Exam question papers (vocational qualifications)	Question papers for timetabled written exams.	Exams Officer will follow Instructions of individual awarding bodies.[Reference ICE 16 and GR 5,6]	Check with Exams Officer
Exam room checklists and invigilation arrangements	Checklists confirming room conditions and invigilation arrangements for each exam room.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Standard disposal
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Exam stationery	Awarding body or JCQ common stationery	Exams Officer retains whilst valid; disposes of when out of date. [Reference ICE page 4 and ICE 23]	Secure disposal



Examiner reports		Exams Officer issues to HoDs	Secure disposal
Finance information	Invoices for exams-related fees.	Finance Department retains for six years after date of issue.	Secure disposal
JCQ publications	Any hard copy publications provided by JCQ.	Exams Officer retains until next year's update is provided.	Standard disposal
Moderator reports		Exams Officer issues to HoDs	Secure disposal
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Post-results services: <ul style="list-style-type: none"> ● confirmation of candidate consent information ● tracking logs ● requests/outcome information 	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body Hard copy information relating to post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	Exams officer retains all documentation for six months following outcome of enquiry or subsequent appeal. ATS consent to be retained for at least six months from the date consent given. [Reference PRS 4 , appendix A and B]	Secure disposal
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	HoD retains in secure storage (including any electronic versions) until scripts are no longer required. [Reference PRS 6]	Secure disposal
Private candidate information	Any hard copy information relating to private candidates' entries.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Resolving clashes information	Hard copy information relating to resolution of exam clashes or timetable variations.	Exams Officer retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Secure disposal
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Headteacher retains records for current year plus previous 6 years.	Secure disposal



		[Reference <i>Records Management Toolkit for Schools</i>]	
Special consideration information	Hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	SENCo retains until after deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later. [Reference AARA 6]	Secure disposal
Suspected malpractice reports / outcomes	Hard copy information relating to suspected malpractice investigation/report submitted to awarding body and outcome notification.	Headteacher retains all malpractice paperwork for six months following outcome of enquiry or subsequent appeal. [Reference PRS 4 , appendix A and B]	Secure disposal
Transferred candidate information	Hard copy information relating to applications for transferred candidate arrangements.	Exams Officer retains until the transfer arrangements are confirmed by the awarding body.	Secure disposal



EXAMINATIONS POLICY

APPENDIX 8: DISABILITY POLICY (EXAMINATIONS)

Reference to key guidance:

ICE: [Instructions for Conducting Examinations](#) (JCQ, annually)

GR: [General Regulations for Approved Centres](#) (JCQ, annually)

PRS: [Post-Results Services: Information and Guidance to Centres](#) (JCQ, annually)

AARA: [Access Arrangements and Reasonable Adjustments](#) (JCQ, annually)

1 Purpose

- 1.1 This document is provided as an exams-specific supplement to the schoolwide accessibility policy/plan which details how Priestlands

“recognises 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...” (GR, Section 5.4)

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

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

2 The Equality Act 2010 Definition of Disability

- 2.1 A definition is provided in [AARA](#), page 4, as follows:

The Equality Act 2010 definition of disability

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 to the Equality Act 2010 and associated regulations.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- identifying a physical or mental impairment;
- looking into adverse effects and assessing which are substantial;
- considering if substantial adverse effects are long term;
- judging the impact of long term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition - <http://odi.dwp.gov.uk/docs/wor/new/ea-guide.pdf>

- 2.2 The clear starting point in the statutory guidance is that disability means **‘limitations going beyond the normal differences in ability which may exist among people’**.

The Equality Act 2010 definition of disability



‘Substantial’ means ‘more than minor or trivial’. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

‘Long term’ means the impairment has existed for at least 12 months, or is likely to do so.

‘Normal day to day activities’ could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010.

(Study and education related activities are included in the meaning of ‘day to day’ activities.)

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect on normal day to day activities. Factors that might reasonably be expected not to have a substantial adverse effect are also provided.

Factors that might reasonably be expected to have a substantial adverse effect include:

- persistent and significant difficulty in reading and understanding written material where this is in the person’s native language, for example because of a mental impairment, a learning difficulty or a sensory or multi-sensory impairment;
- persistent distractibility or difficulty concentrating;
- difficulty understanding or following simple verbal instructions;
- physical impairment – for example, difficulty operating a computer because of physical restrictions in using a keyboard.

Factors that might reasonably be expected not to have a substantial adverse effect include:

- minor problems with writing or spelling;
- inability to read very small or indistinct print without the aid of a magnifying glass;
- inability to converse orally in a language which is not the speaker’s native spoken language.

3 Identifying the need for access arrangements

Roles and responsibilities

3.1 Head of centre

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

3.2 Senior leaders

- Are familiar with the entire contents of the annually updated JCQ publications including [GR](#) and [AARA](#)
- Support the SENCo in determining the need for and implementing access arrangements

3.3 Special educational needs coordinator (SENCo)

- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication, [AARA](#)
- Ensures the quality of the access arrangements process within the centre
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates (including private candidates) are clearly defined and documented



- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (Access arrangements policy)
- Provides a policy on the use of word processors in exams and assessments
- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's normal way of working within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Provide information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

3.4 **Teaching staff**

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

3.5 **Support staff (where appropriate)**

- Provide comments/observations to support the SENCo in painting a holistic picture of need confirming normal way of working for a candidate

3.6 **Assessor of candidates with learning difficulties**

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

- Has detailed understanding of the current JCQ publication, [AARA](#)

4 Requesting access arrangements

Roles and responsibilities

4.1 **Special educational needs coordinator (SENCo)**

- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in [AARA](#) Section 8 to process approval applications for access arrangements for those qualifications listed on page 2 of [AARA](#)
- Applies for approval where this is required, through Access arrangements online (AAO), or through the awarding body where qualifications sit outside the scope of AAO



- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (Application for access arrangements – Profile of learning difficulties), where required, and a body of evidence to substantiate the candidate’s normal way of working within the centre
- Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required prior to approval being sought and that the original form is provided for processing and inspection purposes
- Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre
- Confirms by ticking the ‘Confirmation’ box prior to submitting the application for approval that the ‘malpractice consequence statement’ has been read and accepted
- Makes an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
 - completed JCQ/awarding body application forms and evidence forms
 - appropriate evidence to support the need for the arrangement where required
 - appropriate evidence to support normal way of working within the centre
 - in addition, for those qualifications listed on page 2 of [AARA](#) (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates
- Liaises with the Exams Officer to ensure arrangements are in place either to order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for those qualifications listed on page 74 of AARA; JCQ Form 7 or Form VQ/EA), orders published modified papers, by the awarding body’s deadline for the exam series, where these may be required for a candidate

4.2 **Exams officer**

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

5 Implementing access arrangements and the conduct of exams: external assessments

- 5.1 These are assessments which are normally set and marked/examined by an awarding body which must be conducted according to awarding body instructions and/or [ICE](#).

Roles and responsibilities

5.2 **Head of centre**



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

5.3 **Special educational needs coordinator (SENCo)**

- Is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current [ICE](#) (page 44)
- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures a record of training given to those facilitating access arrangements for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in [ICE](#) 7 and 8
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with relevant staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams



- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

5.4 **Exams officer**

- Is familiar with and follows the Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations provided in the current ICE (page 44)
- Liaises with SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with SENCo regarding rooming of access arrangement candidates
- Liaises with SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of [AARA](#)

5.5 **Other relevant centre staff**

- Support SENCo and exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Network Managers: provide and adapt specialist equipment as necessary
- Site staff: Ensure rooms and non-specialist equipment (chairs, tables, clocks etc.) are set up as necessary
- Senior staff: Ensure centre emergency evacuation procedures understood and arrangements in place for candidate(s) with disability who may need assistance when exam room is evacuated



6 Implementing access arrangements and the conduct of exams: internal assessments

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

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

Instructions for conducting non-examination assessments, Foreword (JCQ)

Roles and responsibilities

6.2 **SENCO**

- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures cover sheets are completed as required by facilitators
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal
-
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

6.3 **Exams Officer**

- Provides the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate

6.4 **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates

7 Implementing access arrangements and the conduct of exams: internal exams

- 7.1 These are exams or tests which are set and marked within the centre; normally a pre-cursor to external assessments.

Roles and responsibilities

7.2 **SENCO**

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

7.3 **Exams Officer**

- Provide the SENCo with internal exam timetable to ensure arrangements are put in place when required

7.4 **Teaching staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

8 Facilitating access - examples



- 8.1 The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.
- 8.2 On a candidate by candidate basis, consideration is given to
- adapting assessment arrangements
 - adapting assessment materials
 - the provision of specialist equipment or adaptation of standard equipment
 - adaptation of the physical environment for access purposes
- 8.3 The tables provides example arrangements, adjustments and adaptations that are considered to meet the need(s) of a candidate and the actions considered/taken by the centre for the purposes of facilitating access.

Medical condition which prevents candidate from taking exams in the centre	
Arrangements explored	Centre actions
Alternative site for the conduct of examinations	<i>SENCo gathers evidence to support the need for the candidate to take exams at home</i>
Supervised rest breaks	<p><i>HoY provides written statement for file to confirm the need</i></p> <p><i>Approval confirmed by SENCo; AAO approval for both arrangements not required</i></p> <p><i>HoY discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>HoY confirms with candidate the information is understood</i></p> <p><i>HoY agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with HoY if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>HoY informs candidate that special consideration has been requested</i></p>



Persistent and significant difficulties in accessing written text	
Arrangements explored	Centre actions
Reader/computer reader 25% Extra time Separate invigilation within the centre	<p><i>SENCO confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>SENCO/HoDs check papers for those testing reading</i></p> <p><i>Computer reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>

Significant difficulty in concentrating	
Arrangements explored	Centre actions
Prompter Separate invigilation within the centre	<p><i>SENCO gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>SENCO confirms with candidate how and when they will be prompted</i></p> <p><i>SENCO briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>

A wheelchair user	
Arrangements explored	Centre actions
Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>SENCO applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Business Manager provides height adjustable desk in exam room</i></p> <p><i>EO allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>EO spaces desks to allow wheelchair access</i></p> <p><i>EO seats candidate near exam room door</i></p> <p><i>SENCO confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p>



SENCO prints practical assistant cover sheet from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment



EXAMINATIONS POLICY

APPENDIX 8: WORD PROCESSOR POLICY (EXAMINATIONS)

Reference to key guidance:

ICE: [Instructions for Conducting Examinations](#) (JCQ, annually)

GR: [General Regulations for Approved Centres](#) (JCQ, annually)

PRS: [Post-Results Services: Information and Guidance to Centres](#) (JCQ, annually)

AARA: [Access Arrangements and Reasonable Adjustments](#) (JCQ, annually)

1 Introduction

- 1.1 This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated [AARA](#) and [ICE](#).
- Task setting;
 - Task taking; and
 - Task marking.

2 Purpose of the Policy

- 2.1 This policy details how the centre manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

3 Principles for using a word processor

- 3.1 Priestlands School complies with [AARA](#) chapter 4, “Adjustments for candidates with disabilities and learning difficulties regulations and guidance” as follows:

AARA 4.2.1

- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

AARA 4.2.2

- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

AARA 4.2.3

- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of candidates, the need for the use of a word processor is considered on a subject-by-subject basis

AARA 4.2.4

- The use of a word processor is normally considered and agreed where appropriate at the start of the course providing the centre has firmly established a picture of need and normal way of working for a candidate
- Candidates are made aware when they will have the use of a word processor for timetabled examinations and non-examination assessments

AARA 4.2.5

- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their “normal way of working”, which is defined as support:
 - in the classroom (where appropriate); or



- working in small groups for reading and/or writing; or
- literacy support lessons; or
- literacy intervention strategies; and/or
- in internal school tests/examinations
- mock examinations

3.2 The only exceptions to the above would be a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course.

4 The use of a word processor

4.1 Priestlands School complies with AARA chapter 5 Access arrangements available as follows:

AARA 5.8.1

- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Grants the use of a word processor to a candidate only where it is their normal way of working (see AARA 4.2.5 above) within the centre
- Grants the use of a word processor to a candidate only if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)
- The above also extends to the use of electronic brailers and tablets

AARA 5.8.2

- Provides access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

AARA 5.8.3

- Allows candidates to use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers
- Are also aware that examinations which have a significant amount of writing, as well as those that place a greater demand on the need to organise thought and plan extended answers, are those where candidates will frequently need to type. Examinations which require more simplistic answers are often easier to handwrite within the answer booklet. The candidate avoids the difficulty of visually tracking between the question paper and screen

AARA 5.8.4

- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script (according to the instructions issued by the individual awarding body)
- Does not simply grant use of word processor to a candidate because s/he prefers to type rather than write or can work faster on keyboard, or because s/he uses a laptop at home

5 Word processors and their programmes

5.1 Priestlands School complies with [ICE 8.8](#) Word processors instructions by ensuring:

- word processors are used as a typewriter, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate



- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in/attached to any answer booklet which contains some answers (and according to instructions issued by the individual awarding body)
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed
- word processors are not connected to an intranet or any other means of communication
- candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc when using a word processor
- graphic packages or computer-aided design software is not included on a word processor unless permission has been given to use these
- predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

6 Laptops and tablets

6.1 Priestlands School further complies with ICE 8.8 instructions by ensuring:

- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with battery sufficiently charged for entire duration of the examination
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals



- where it is possible “autosave” is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

7 Accommodating word processors in examinations

- 7.1 Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:
- Students sit the examination in the Main Hall or other suitable space.
- 7.2 Invigilation arrangements relating to the use of word processors include the following:
- Invigilators receive special training and the rules relating to the use of laptops in exams.
- 7.3 Other arrangements relating to the use of word processors include:
- Laptops to be used in examinations are specifically adapted to meet exam regulations and are stored securely in the locked store room adjacent to the Main Hall.

8 Statement on Criteria Used to Award and Allocate Word Processors

Statement on Criteria Used to Award and Allocate Word Processors

A member of the centre’s senior leadership team must produce a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations.”
[AARA 5.8]

Awarding Word Processors

In compliance with JCQ guidelines, the school will permit the use of a word processor in examinations, where this is the candidate’s normal mode of working within the school. The spellcheck facility will be disabled and the arrangement will be put in place only if:

- The student has difficulty writing legibly
- The student has poor handwriting
- The student has identified specific learning difficulties resulting in planning and organisational difficulties when writing*
- The student has a medical condition affecting handwriting*
- The student has a physical disability*
- The student has a sensory impairment*

In all of the instances asterisked*, there will need to be evidence of need in the form of a medical or educational psychologist’s report, or a report by an appropriately qualified professional.

The School will collect evidence of the candidate’s need for, and use of, word processing in lessons and in exams. Candidates will not be permitted to word process their exams simply because they:

- Prefer to type
- Can work faster on a word processor.

Allocating word processors

Appropriate exam-compliant word processors will be allocated by the IT department in liaison with the SENCo and the exams officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups, with one group sitting the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE. Alternatively, the Exams Officer will book an ICT room and desktop machines will be used, restricted in the same way as laptops would be.



Statement produced by: Peter Main Headteacher

Statement date: September 2019



EXAMINATIONS POLICY

APPENDIX 10: POLICY FOR DEALING WITH CANDIDATES WHO ARE LATE FOR OR ABSENT FROM EXAMINATIONS

Reference to key guidance:

ICE: [Instructions for Conducting Examinations](#) (JCQ, annually)

GR: [General Regulations for Approved Centres](#) (JCQ, annually)

PRS: [Post-Results Services: Information and Guidance to Centres](#) (JCQ, annually)

AARA: [Access Arrangements and Reasonable Adjustments](#) (JCQ, annually)

1 Purpose

- 1.1 This policy details how Priestlands School deals with the late arrival or absence of an examination candidate. It defines staff roles and also clarifies what actions candidates and their parents/carers should take in the event that they are late for or absent from a Public Exam.
- 1.2 This policy conforms to JCQ regulations outlined in the publication [ICE](#).

2 Before the Exam

- 2.1 Students will be provided with a Candidate Timetable in the second half of the spring term, giving the times of their timetabled exams (am or pm).
- 2.2 Written details for clash arrangements, where applicable, will be discussed and agreed with parents.
- 2.3 Exam Notices giving details of the time and venue for each exam will be put on the Exam noticeboard, the Y11 noticeboard, subject area noticeboards (as appropriate) and on display in the PSMs' office, as well as being posted on the school website and in Xpressions.
- 2.4 Students who are still unsure of arrangements should contact the Exams Officer, the Head of Year or PSM.

3 On the day of the exam

- 3.1 Candidates should arrive in good time for their exam. Normal public exam start times at Priestlands are:
 - Morning exam: 9:00am – candidates arrive by 8.30am (there will usually be a free pre-exam breakfast in the Nichols Hall)
 - Afternoon exam: 1:30pm – candidates arrive by 1.15pm
- 3.2 Candidates (with the exception of external candidates) should make their way to the venue and wait quietly outside.

4 External Candidates

- 4.1 External candidates should report to Main reception at least 15 minutes before the start of their exam, ensuring they have their photo id with them.
- 4.2 The Exams Officer will accompany external candidates to the exam venue.

5 Candidates who are late

JCQ regulations state that:

“A candidate who arrives after the start of the examination may be allowed to enter the



examination room and sit the examination. **This is entirely at the discretion of the centre.**"

"A candidate who arrives after the start of the examination should be allowed the full time for the examination, depending on the centre's organisational arrangements and provided that adequate supervision arrangements are in place."

- 5.1 At Priestlands, we will normally allow late candidates into the exam venue to sit the examination. The candidate will be given the full time allowed for the exam, however the candidate will be warned that the exam board may not accept their work.
- 5.2 The late candidate's new start and finish times will be written clearly by an invigilator on the board at the front of the exam room.
- 5.3 The Exams Officer will ensure that invigilation supervision is in place for the duration of the candidate's exam.

Candidate Responsibilities

- 5.4 Internal and external candidates who are running late for their exam should call the school office as soon as possible on 01590 677033 to explain their circumstances and expected time of arrival.
- 5.5 All candidates who arrive late should report to main reception as soon as they arrive. Candidates should not go straight to the exam venue but wait to be escorted by a member of staff, as instructed by the Exams Officer or Head of Year.

Centre Responsibilities

- 5.6 Front Office to relay message to Head of Year, Exams Officer, Lead Invigilator and Senior Team.
- 5.7 Using the seating plan and exam register the Lead Invigilator will identify any absences before the start of an exam. In the case of absence the Lead Invigilator will immediately report absences to the front office
- 5.8 If there is no clear explanation for the candidate's absence, front office will telephone home.
- 5.9 Updates will be passed back to the Exams Officer, Lead Invigilator, Head of Year and Senior Team.

6 Very Late Candidates

JCQ regulations state that a candidate will be considered very late if they arrive more than one hour after the published starting time for an examination which lasts one hour or more, i.e. after 10.00am for a morning examination or after 2.30pm for an afternoon examination.

For examinations that last less than one hour, a candidate will be considered very late if they arrive after the awarding body's published finishing time for the examination.

JCQ regulations further state that:

When deciding whether to accept any of the work done by a candidate who arrives very late, the awarding body will pay particular attention to how far it can be sure that the security of the examination has been maintained.

Given that candidates may have left the examination room one hour after the awarding body's published starting time*, the awarding body is unlikely to be able to accept the work of very late candidates unless they have been adequately supervised.

* Note: candidates at Priestlands School are not permitted to leave the examination room before the end of the examination.



- 6.1 Where a candidate is going to arrive “very late” for an exam, the parent/carer will be advised by the Exams Officer as quickly as possible to keep the candidate under supervision at all times until s/he is handed over to a member of staff. Parents/Carers will also be instructed to:
- Immediately take away any internet-enabled devices (e.g. mobile phone, tablet, smart watch, laptop, PC etc.)
 - Personally drive or escort the candidate from home to school, using a private vehicle or taxi and avoiding public transport
 - Ensure that the candidate is fully supervised as early as possible and preferably from the published starting time of the exam, until the candidate is handed over to a member of staff at main reception
 - make a written note of from what time the candidate is supervised.
- 6.2 Both the candidate and the parent/carer who has supervised them will be asked to sign a letter confirming that the above measures have been put in place. Priestlands will also ask the parent/carer and the candidate to provide handwritten, signed statements giving details of the time the candidate was supervised from and by whom, and the reason for his late arrival.
- 6.3 Priestlands will submit the appropriate form to the awarding body by the specified deadline.
- 6.4 Candidates and their parents/carers should be clear that the awarding body may not accept their work.

7 Candidates Absent from an Exam

- 7.1 If a candidate is going to be absent from a written exam they or their parent/carer should tell the school office as soon as possible before the exam begins, giving full details of the reason for absence.
- 7.2 Front Office will immediately relay the message to Head of Year, Exams Officer, Lead Invigilator and Senior Team.
- 7.3 Candidates who miss an exam for medical reasons will be given the appropriate form to complete and sign. The Exams Officer will then forward this to the awarding body by the deadline.

8 Special Consideration

- 8.1 For full details of the school’s policy and the minimum enhanced grading requirements please see the Exams Special Consideration Policy (Appendix 11).
- 8.2 If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the final relevant examination session and the “minimum requirements for enhanced grading in cases of acceptable absence” can be met.

9 Candidates Absent from an Internal Assessment

- 9.1 Where absence may affect internally assessed components/units such as controlled assessments, coursework and non-examination assessments, the school will determine whether special consideration is available by following JCQ advice.
- 9.2 In the case of controlled assessments/coursework/non-examination assessments the JCQ guide advises that where a candidate meets the published criteria for special consideration it may be possible to allow a short extension to the deadline for these.
- 9.3 In all cases the Exams Officer, following the School’s Special Consideration Policy (Appendix 11) and JCQ guidelines would make an application where appropriate by contacting the awarding body as soon as possible.



10 Candidates who feel unwell before or during an Exam

- 10.1 If a candidate reports feeling unwell before an exam outside the exam venue, the Lead Invigilator or a member of Senior Team should be informed so that they can assess the situation. If it is felt that the candidate is too unwell to sit his exam, the Exams Officer, Head of Year, SENCO or a member of Senior Team will call parents/carers.
- 10.2 If we know a candidate may become unwell during the exam, the Lead Invigilator will aim to seat the candidate near an exit to make him/her feel more comfortable and to limit the potential disruption to others within the exam room. If necessary a sick bucket can be placed by the candidate's desk.
- 10.3 If a candidate needs to leave the room at any point he will be accompanied by an invigilator.
- 10.4 In all cases where a candidate is taken ill during an exam, once the incident has been dealt with, details will be recorded in the exam log book and the EO briefed at the end of the exam, as special consideration may need to be applied for – both for the candidate who is unwell and possibly for the other candidates in the room depending on the circumstances and amount of disruption.
- 10.5 If a candidate is present for an exam but he or his parents feel that his performance has been hindered by illness, a signed letter from the candidate's GP should be obtained as soon as possible after the exam, explaining the circumstances, and forwarded to his Head of Year for inclusion with an application for special consideration if the school feel that the candidate meets the published JCQ criteria.



EXAMINATIONS POLICY

APPENDIX 11: SPECIAL CONSIDERATION POLICY

Reference to key guidance:

- **GSCP:** [Guide to the Special Consideration Process](#) (JCQ, annually)

1 What is special consideration?

“Special consideration is a post-examination adjustment to a candidate’s mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate’s control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate’s ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.

Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination.”

[GSCP, Chapter 1]

2 Purpose

- 2.1 The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that Priestlands School agrees to “submit any applications for special consideration where candidates meet the published criteria.”

3 Eligibility for special consideration

Roles and responsibilities

3.1 **Senior Team**

- Are familiar with the contents, refer to and direct relevant staff to the annually updated JCQ publication, GSCP
- Ensure that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the Exams Officer

3.2 **SEN Secretary**

- Understands the criteria as detailed in GSCP to determine where candidates will/will not be eligible for special consideration
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

3.3 **SEnCo/Head of Year/Senior Team**

- Provides any appropriate evidence or information that may be required to determine a candidate’s eligibility for special consideration.

3.4 **Lead Invigilator/Invigilator**

- Provides information to the Exams Officer and Senior Team in cases where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), and may therefore be eligible for special consideration



3.5 **Candidate (or parents/carers)**

- Provides any medical or other evidence that may be required to determine eligibility for special consideration

4 Applying for special consideration

Where eligible, special consideration is applied for in a specific exam series where candidates “have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control.”

[GSCP]

- 4.1 If a candidate is absent for acceptable reasons, and the school can verify this, special consideration is applied for if the exam missed is in the final relevant examination session and the “minimum requirements for enhanced grading in cases of acceptable absence” can be met (details attached at the end of this document). If there is an opportunity to re-enter the candidate in the next available exam series, the school will make the entry and special consideration is not applied for.
- 4.2 Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in GSCP (chapter 5) and applied for where eligible. This might include, for example:
- requesting an honorary certificate
 - a short extension to controlled assessment/coursework/non-examination assessment deadlines
 - submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
 - lost or damaged work
 - candidates taking an incorrect or defective question paper
 - candidates undertaking the wrong controlled assessment assignment
- 4.3 Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre follows GSCP (chapter 7) and awarding body guidance to determine if, when and how an adjustment can be applied for.

5 Processing applications for special consideration

Roles and responsibilities

- 5.1 Senior Team member, Head of Year or SENCO
- Undertakes a formal review process which will involve relevant teachers as appropriate so that a decision can be made as to whether candidate should be entered for special consideration (candidate present but disadvantaged).
 - Ensures where a candidate may be a relative of a member of staff, that the member of staff in question is not involved in the decision-making process.
- 5.2 SEN Secretary
- Ensures applications are processed as required by the awarding bodies and by the published deadlines.
 - Keeps evidence to support applications on file until after the publication of results.
 - Meets the required deadline(s) for submitting applications.
- 5.3 Parents/carers will



- Provide any required medical or other evidence that may be required to support an application for special consideration
- 5.4 Head of Year
- Informs candidate and parents about the special consideration process and the decision taken by the school during this process
 - Should make it clear that applying for special consideration is not a guarantee of receiving it and that the school will not be told the amount/percentage applied by the exam board if the application is successful.

6 Submitting applications for special consideration

- 6.1 Where a candidate or group of candidates is/are eligible for special consideration applications are submitted to the relevant awarding body following the published processes in GSCP.
- 6.2 Evidence to support applications is kept on file.

7 Timetabled written exams

- 7.1 For GCE and GCSE qualifications, applications for individual candidates are submitted online by logging into the relevant awarding body secure extranet site and following the links to special consideration
- 7.2 The processes for submitting a single application to cover all exams where a candidate is present but disadvantaged and a separate application for each day where a candidate is absent from an examination for an acceptable reason detailed in GSCP (chapter 6) are followed (SEN Secretary responsibility)
- 7.3 For other qualifications, applications are submitted online where the awarding body's secure system accepts these.
- 7.4 The paper JCQ form 10 (application for special consideration) should be completed and submitted only where the online system does not accept applications for a particular qualification.
- 7.5 For groups of candidates, applications should be made online where the awarding body's secure system accepts group applications or JCQ form 10 will be completed
- 7.6 The paper JCQ form 14 (self-certification for candidates who have missed an examination) should be completed by a candidate only where circumstances warrant this and should not be used where the centre knows the candidate was ill

8 Internally assessed work

- 8.1 Where appropriate, applications are made online where the awarding body's secure system accepts them or JCQ form 10 is completed and submitted
- 8.2 Where a short extension to a deadline is being requested an application is submitted online or by direct email, dependent on the awarding body
- 8.3 Where an application relates to a shortfall in work, this is submitted online or by completing JCQ form 10, dependent on the awarding body
- 8.4 Where an application relates to lost or damaged work, this is submitted online or by completing JCQ form 15 (notification of lost centre assessed work), dependent on the awarding body.



9 Minimum requirements for enhanced grading in cases of acceptable absence

- 9.1 The minimum requirements for enhanced grading in cases of acceptable absence are detailed below. In all cases, candidates must have covered the whole course.
- 9.2 GCE AS and A-level qualifications: at least 40% of the total assessment must have been completed. Please note that partially completed AS or A2 units are not acceptable.

A Level

- 9.3 AS linear specifications: 40% of the total assessment must have been completed.
- 9.4 AS unitised specifications: 40% of the total assessment must have been completed.
- 9.5 Enhancement given at AS level (unitised specifications) will be carried forward to A-Level.
- 9.6 A-Level linear specifications: 40% of the total assessment must have been completed.
- 9.7 A-Level six unit award (unitised specifications): 40% of the total assessment must have been completed with at least one A2 unit completed.
- 9.8 A-Level four unit award (unitised specifications): 40% of the total assessment must have been completed with at least one A2 unit completed.
- 9.9 An A-Level award (unitised specifications) will not be issued on the basis of AS units alone.

GCSE

- 9.10 GCSE: 40% of the total assessment must be completed.



EXAMINATIONS POLICY

APPENDIX 12: POST-RESULTS POLICY & PROCEDURE

1 Purpose

- 1.1 Priestlands School is committed to ensuring that all candidates have equal access to the range of post results services offered by the awarding bodies.

This document is produced in accordance with JCQ Post Results Services (section 7):

“Centres must have in place a published formal appeals procedure for use in cases where centres and candidates, or their parents/carers, cannot agree as to whether an appeal should be submitted to the relevant awarding body. The formal appeals procedure must be made widely available. Centres must therefore draw the appeals procedure to the attention of candidates and their parents/carers. In deciding whether to support an appeal, centres should take account of all relevant factors and afford candidates or their parents/carers a reasonable opportunity to express their views. Awarding bodies can only enter into discussions over appeals with centres and private candidates.”

2 Enquiries about Results

- 2.1 All requests for enquiries about results can only be made through the Examinations Officer and must be received by the Examinations Officer no later than 21 days after the publication of GCSE results to allow time for processing the request.
- 2.2 No request will be actioned without a fully completed Candidate Consent Form signed by the candidate (or with the candidate’s email consent attached). Consent forms/emails will be retained for at least 6 months following the outcome of an enquiry or any subsequent appeal.
- 2.3 No request will be actioned until appropriate payment has been agreed and received.
- 2.4 Candidates are advised to discuss their result with the appropriate Head of department or Subject Leader before making a decision on whether to proceed with an enquiry.
- 2.5 Enquiries about results can be instigated by:
- The candidate who must sign the consent form and pay the appropriate fee by the given deadline before the school will action the request.
 - Senior Leadership Team may recommend that to the candidate that they request an enquiry about results. In this case the school will fund the enquiry but the candidate’s written consent is still required.
- 2.6 If the outcome of an enquiry about results is a change of grade, which negates the fee, the Examinations Officer will arrange for the appropriate fee to be refunded.
- 2.7 The school will inform the candidate as soon as possible about the outcome of an enquiry about results.
- 2.8 Candidates must be aware that the outcome of an enquiry is final and where there has been a downgrade the request cannot be revoked and the original higher grade cannot be reinstated.
- 2.9 In exceptional circumstances, in the event that the school and the candidate or their parent/ carer disagree about actioning a post-results service and all reasonable measures have failed to resolve the dispute, then an appeal must be made in writing to the Headteacher.



3 Appeals

- 3.1 An appeal to the school by a candidate, parent or carer concerning the decision not to request a post results service.
- The candidate or their parent/carers must submit the appeal in writing to the Headteacher.
 - Appeals should normally be made by 12th September for exams in the summer series. Candidates must be aware that the awarding bodies have strict deadlines for the receipt of requests and the centre must have time to resolve any appeal before the submission deadline (20th September for the summer series).
 - The Headteacher will consider whether the request is justified. The candidate's target grade and progress data will be taken into account along with any other subject specific information.
 - The appellant will be informed of the outcome in writing.
 - If the appellant is not in agreement with the outcome, s/he may write to the Chair of Governors not later than 18 September. The Complaints Procedure will then be followed, expedited to meet the 20th September deadline.
 - The appellant will be informed of the outcome in writing,

4 Appeals to the awarding body following the outcome of an Enquiry About Results (EAR)

- 4.1 The appeals process is available to centres or private candidates* who remain dissatisfied after receiving the outcome of an enquiry about results. (The term "private candidate" throughout this document refers to an individual who has used the school as an examination centre and is not a student on roll at the school when the examination was taken.)
- 4.2 Full details of the awarding bodies' appeals processes are provided in the publication "A guide to the awarding bodies' appeals processes" which is available on the JCQ website <http://www.jcq.org.uk/exams-office/appeals>.
- 4.3 The grounds for appeal must relate to the awarding body's procedures or the application of these post-result service procedures.
- 4.4 Appeals do not generally involve further reviews of marking candidates' work.
- 4.5 Only the Headteacher or a private candidate can submit an appeal to the relevant awarding body.
- 4.6 Appeals can only be submitted after the outcome of an enquiry about results has been reported to the school or private candidate. Where an original hard copy script has been returned as part of an enquiry about results, its security is compromised and it cannot subsequently be subject to an appeal.
- 4.7 Appeals must be submitted to the relevant awarding body within 14 calendar days of the notification of the outcome of the enquiry.
- 4.8 Appeals must be made in writing and clearly state the grounds for appeal.
- 4.9 Awarding bodies may charge a fee for appeals. This fee will be refunded if the appeal is upheld.
- 4.10 An appeal against a moderation decision cannot be made on behalf of an individual candidate.



5 Access to Scripts

- 5.1 A 'script' refers to the written work of a candidate which has resulted from an externally assessed component. Arrangements for Access to Scripts do not apply to internally assessed components, orals or audio/video tapes.

Conditions of Access to Scripts (ATS) service

- 5.2 Where teaching staff intend to use scripts for teaching and learning purposes or as examples for other students, prior written (or emailed) permission must be obtained from the candidates concerned. This permission must be sought only after the candidates have received their results for the respective examination series. Candidates who grant their permission have the right to anonymity of their scripts before use. The school's policy is that teachers using scripts for teaching and learning purposes must ensure that anything that can identify the candidate is removed before use.
- 5.3 A candidate has the right to instruct the school not to request their scripts.
- 5.4 Where teachers have used scripts for teaching and learning purposes but no longer wish to retain them, they must ensure that the scripts are shredded. In such cases, script disposal must not take place before the deadline for EARs.

Original hard copy scripts (where provided)

- 5.5 The originals of scripts that are or have been the subject of any malpractice investigation can be withheld by an awarding body. In these circumstances, a photocopy of the scripts may be requested.
- 5.6 Staff and candidates must be aware that original hard copy scripts must not be written on or otherwise tampered with before the deadline for EARs.
- 5.7 Candidates who have tampered with scripts, which may need to be retrieved for return to the awarding body earlier than this date, are liable to be penalised in accordance with the established JCQ policies and procedures relating to candidate malpractice.



EXAMINATIONS POLICY

APPENDIX 13 EXPLANATION OF POST-RESULTS SERVICE

1 EAR Service 1 - Clerical re-check

This is a re-check of all clerical procedures leading to the issue of a result. This service will include the following checks:

- that all parts of the script have been marked;
- the totalling of marks;
- the recording of marks; [JCQ PRS 6.3.1]

If required, a copy of the re-checked script should be requested at the same time as the Service 1 clerical re-check

EAR Service 2 - Post-results review of marking

This is a post-results review of the original marking to ensure that the agreed mark scheme has been applied correctly. This service will include:

- the clerical re-checks detailed in Service 1;
- a review of marking as described above; [JCQ PRS 6.3.2]

If required, a copy of the reviewed script should be requested at the same time as the Service 2 review.

EAR Priority Service 2 - Post-results review of marking

This service is as Service 2. However, it is only available if a GCE A-level candidate or a Level 3 Principal Learning candidate's place in higher education is dependent on the outcome. [JCQ PRS 6.3.3]

EAR Service 3 - Post-results review of moderation

This is a review of the original moderation to ensure that the assessment criteria have been fairly, reliably and consistently applied. [JCQ PRS 6.3.4] This service is not available to individual candidates. If the centre's controlled assessment or coursework marks have been accepted without change by an awarding body, this service will not be available.

ATS - priority copy of script (June only)

This service is to request a copy of a GCE or Level 3 Principal Learning script to help decide if an EAR service 1 or 2 should be applied for; this service is not available if an EAR priority service 2 is applied for.

ATS – original script (to support T&L)

This service is to request the original script to be returned. This service is available to individual candidates or centre staff (subject to candidate permission). Original or an electronic image of the script will be returned at the earliest by 21st September 2015 and no later than 13th November 2015.

(JCQ PRS refers to the JCQ Post Results Services booklet)



EXAMINATIONS POLICY

APPENDIX 14: PROCEDURE TO IDENTIFY CANDIDATES

1. Each exam room will have an invigilation folder, containing photographs of all exam cohort candidates. Each exam desk will have a named candidate exam card which includes candidate name, candidate number and centre number.
2. Subject teaching staff and members of the School Leadership Team will be present outside the exam room at the start of each exam to assist in bring candidates to the exam room in an orderly manner, including helping with the identification of candidates, prior to the start of the exam.
3. Any external candidates will be required to provide photo ID with them are asked to arrive 15 minute prior to the start of the exam and bring photo ID with them, to be shown to the Exam Officer and Exam Invigilator. All external candidates are escorted at all times while they on school premises.



EXAMINATIONS POLICY

APPENDIX 15: PROCESS TO CHECK THE QUALIFICATION OF CENTRE'S SPECIALIST ASSESSOR AND THAT THE ASSESSMENT PROCESS IS ADMINISTERED CORRECTLY

By the start of the academic year 2017/18, 1 September 2017, all specialist assessors as appointed by heads of centre must either be:

- a qualified psychologist registered with the Health & Care Professions Council (HCPC); or
- a specialist assessor with a current SpLD Assessment Practising Certificate; or
- a specialist assessor with a post-graduate qualification in individual specialist assessment at or equivalent to Level 7.

JCQ Statement, "Appointment of specialist assessors for candidates with learning difficulties"

The Headteacher will check that the centre's specialist t assessor's qualifications meet the required levels and will also monitor that the assessment process is correctly applied.

Note:

The school's specialist assessor is Ms Leyla Bilsborough, SENCO. She holds a post-graduate qualification in individual specialist assessment at or equivalent to Level 7. The original certificate was seen on her appointment to the school and a copy is held by the SEN Secretary.

