Woodbrook Vale School
Policy Document

Examinations Policy

Date approved by Trustees: **16 November 2023**

Review Date: Every Two Years: **Autumn 2025**

Headteacher's Signature: …………………………..…………. Date: 16 November 2023

Print name: Rachael Fraser

Chair of Trustee's Signature: ………………………………. Date: 16 November 2023

Print name: Gavin Brown

Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

Contents

Purpose of the policy

The centre is committed to ensuring that the exams management and administration process is run effectively and efficiently and in compliance with the published Joint Council for Qualifications (JCQ) regulations and awarding body requirements.

This exam policy will ensure that:

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

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

This policy will be communicated to all relevant centre staff by email once the updated document is approved. It will be included in the induction training for any new staff.

Roles and responsibilities overview

The Head of Centre is the individual who is accountable to the awarding bodies for ensuring that the centre is always compliant with the published JCQ regulations and awarding body requirements to ensure the security and integrity of the examinations/assessments. This individual must have the authority to deploy the necessary resources to ensure that the centre is always compliant in meeting those published JCQ regulations and awarding body requirements.

Heads of centre must ensure that senior leadership teams and exam office personnel familiarise themselves with the entire contents of JCQ *General Regulations for Approved Centres* booklet. In particular, heads of centre must familiarise themselves with sections 5.1, 5.3 and 5.4.

Heads of centre must ensure that relevant members of staff respond promptly to requests for information from awarding bodies relating to the administration and conducting of examinations/assessments. (GR, section 1)

The Senior Leadership Team (SLT) link is the person appointed by the Head of Centre to line manage exam procedures.

The Examinations Officer (EO) is the person appointed by the head of centre to act on behalf of, and be the main point of contact for, the centre in matters relating to the general administration of awarding body examinations and assessments.

The Headteacher (the head of centre) may not appoint themselves as the examinations officer. A head of centre and an examinations officer are two distinct and separate roles.

The head of centre and/or examinations officer may operate across more than one centre. In such cases the head of centre must ensure there is suitable senior leadership team support in place, so they can meet their obligations across all centres for which they are responsible. The head of centre must ensure that these arrangements are covered by their examination contingency plan. (GR, section 2)

Head of centre responsibilities

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

It is the responsibility of the head of centre to ensure that all staff comply with the instructions in the JCQ Instructions for conducting examinations booklet. Failure to do so may constitute malpractice as defined in the JCQ publication *Suspected Malpractice: Policies and Procedures, 1 September 2023 to 31 August 2024:* https://www.jcq.org.uk/exams-office/malpractice (ICE Introduction)

Head of centre

- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
- General Regulations for Approved Centres (GR)
- Instructions for conducting examinations (ICE)
- Access Arrangements and Reasonable Adjustments (AA)
- Suspected Malpractice - Policies and Procedures (SM)
- Instructions for conducting non-examination assessments (NEA) (and the instructions for conducting coursework)
- A guide to the special consideration process (SC)
- Ensures the centre has appropriate accommodation to support the size of the cohorts being taught including appropriate accommodation for candidates requiring access arrangements and/or practical assessments
- Where/if using a third party to deliver any part of a qualification (including its assessments) at the centre:
- maintains oversight of, and responsibility for, the delivery of the qualification in accordance with JCQ regulations and awarding body requirements
- has in place a written agreement with the third party to ensure there is a shared understanding of the arrangement and will manage the risk of failure by the third party to deliver the expected service
- ensures that a copy of the written agreement is available for inspection if requested by the awarding body
- Ensures that relevant members of staff respond promptly to actions raised by the JCQ Centre Inspection Service, understanding that failure to do so could result in penalties (see National Centre Number Register and other information requirements section)
- Ensures that the centre promptly reports any incidents to the relevant awarding body/bodies which might compromise any aspect of assessment delivery, such as a cyber-attack
- Ensures other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials are briefed on the requirements for maintaining the integrity and confidentiality of the exam materials
- Ensures members of centre staff do not forward emails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites and applications
- Ensures members of centre staff do not advise parents/candidates to contact awarding bodies/JCQ directly nor provide them with addresses/email addresses of awarding body examining/assessment personnel or JCQ personnel

Recruitment, selection, training and support

- Retains a workforce of an appropriate size and competence, including sufficient managerial and other resources, to undertake the delivery of the qualification as required by an awarding body. This includes taking reasonable steps to ensure occupational competence where this is required for the assessment of specific qualifications
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components

- Enables the relevant senior leader(s), the examinations officer (EO) and the SENDCo to receive appropriate training and support in order to facilitate the effective delivery of examinations and assessments within the centre, and ensure compliance with the published JCQ regulations
- Appoints a SENDCo who will determine appropriate arrangements for candidates with learning difficulties and disabilities
- Ensures that the SENDCo has sufficient time to both manage the access arrangements process within the centre and familiarise him/herself with the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Ensures that the examinations officer has sufficient time to perform their role and familiarise him/herself with relevant awarding bodies and JCQ documentation.
- Ensures that the examinations officer is line managed and actively supported by a member of the senior leadership team who has a good working knowledge of the examination system

External and internal governance arrangements
- Has in place a written escalation process should the head of centre, or a member of the senior leadership team with oversight of examination administration, be absent

Escalation Process
- Has in place a member of the senior leadership team who will provide effective support and supervision of the examinations officer to ensure that the integrity and security of examinations and assessments is maintained throughout an examination series
- Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO
- Can confirm to an awarding body the external governance arrangements so that the awarding body has confidence in the integrity of centre activities such as the delivery of qualifications and the conducting of examinations and assessments
- Makes sure that a teacher, a teaching assistant, a tutor or a senior member of centre staff who teaches the subject being examined or a Learning Support Assistant who has supported one or more candidates, is not an invigilator during the examination

Delivery of qualifications
- Delivers qualifications, as required by the awarding body, in accordance with relevant equality legislation. This includes but is not limited to ensuring that qualifications are made available to all candidates capable of undertaking them and seeking reasonable adjustments for disabled candidates
- Enables candidates to receive sufficient and up to date laboratory experience, or relevant training where required by the subject concerned

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

Security of assessment materials
- Takes all reasonable steps to maintain the integrity of the examinations/assessments, including the security of all assessment materials, by ensuring:
- the location of the centre's secure storage facility in a secure room which must only be used for the purpose of administering secure examination materials
- the secure room only contains exam-related material
- there are between two and six keyholders only, each keyholder must fully understand their responsibilities as a key holder to the secure storage facility

- access to the secure room and secure storage facility is restricted to the authorised two to six keyholders (the Examinations Officer must be one of the keyholders) and staff approved by the head of centre are accompanied by a keyholder at all times
- appropriate arrangements are in place to ensure that confidential examination materials are only handed over to authorised members of centre staff
- appropriate arrangements are in place for handling secure electronic materials
- the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
- that when it is permitted to remove question paper packets from secure storage, and to avoid potential breaches of security, arrangements are in place to carefully check and record that the correct question paper packets are opened.

(If it is ever subsequently identified following this check that the wrong question paper packet has been opened, it will be resealed and the incident reported to the relevant awarding body's Malpractice Investigation Team immediately)

- make arrangements to receive, check and store question papers and examination material safely and securely at all times and for as long as required in accordance with the current JCQ publication *Instructions for conducting examinations*
- make arrangements to receive and issue material received from the awarding bodies to staff and candidates, and notify them of any advice and instructions relevant to the examinations and assessments
- allows candidates access to relevant pre-release materials on, or as soon as possible after, the date specified by the awarding bodies

Malpractice
- Through taking an ethical approach and working proactively to avoid malpractice among students and staff takes all reasonable steps to prevent the occurrence of any malpractice/maladministration before, during and after assessments have taken place
- Ensures any person involved in administering, teaching or completing examinations/assessments is advised that where malpractice is suspected, or alleged, personal data about them will be provided to the awarding body (or bodies) whose examinations/assessments are involved. Personal data about them may also be shared with other awarding bodies, the qualifications regulator or professional bodies in accordance with the JCQ publication *Suspected Malpractice – Policies and Procedures*
- Ensures irregularities are investigated and informs the awarding bodies immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, ensures evidence of any instances of alleged or suspected malpractice (which includes maladministration) is gathered in accordance with the JCQ publication *Suspected Malpractice - Policies and Procedures* and provides such information and advice as the awarding body may reasonably require

Policies/procedures
Malpractice Policy (Exams)
- Students, staff and invigilators are made aware of what constitutes malpractice and the possible consequences of any alleged, suspected or actual malpractice. This is communicated through the guide to exams as well as verbally through assemblies.
- The Head of centre (with the SLT link) ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body immediately, by completing the appropriate documentation.

- The centre acknowledges the use of Artificial Intelligence (AI) - what it is, the risks of using it, what AI misuse is, how this will be treated as malpractice, when it may be used and how it should be acknowledged. This applies to students completing Non-Examination Assessments who will be made aware of the regulations prior to commencing the assessment.
- Students who misuse AI such that the work they submit for assessment is not their own will have committed malpractice, in accordance with JCQ regulations, and may attract severe sanctions;
- Students and centre staff must be aware of the risks of using AI and must be clear on what constitutes malpractice;
- Students must make sure that work submitted for assessment is demonstrably their own. If any sections of their work are reproduced directly from AI generated responses, those elements must be identified by the student and they must understand that this will not allow them to demonstrate that they have independently met the marking criteria and therefore will not be rewarded
- Teachers and assessors must only accept work for assessment which they consider to be the students' own (in accordance with section 5.3(j) of the JCQ General Regulations for Approved Centres); and here teachers have doubts about the authenticity of student work submitted for assessment (for example, they suspect that parts of it have been generated by AI but this has not been acknowledged), they must investigate and take appropriate action.

Also refer to the JCQ document **AI Use in Assessments: Protecting the Integrity of Qualifications** (http://www.jcq.org.uk/exams-office/malpractice)

Exam Contingency Plan

Purpose of the plan
This plan examines potential risks and issues that could cause disruption to the management and administration of the exam process at Woodbrook Vale School. By outlining actions/procedures to be followed in case of disruption it is intended to mitigate the impact these disruptions have on our exam process. Alongside internal processes, this plan is informed by information contained in the Joint contingency plan for the examination system in England, Wales and Northern Ireland where it is stated that "Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur."

Causes of potential disruption to the exam process

1. Exam officer extended absence at key points in the exam process (cycle)

Criteria for implementation of the plan Key tasks required in the management and administration of the exam cycle not undertaken including:

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

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

Pre-exams

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

Exam time

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

Results and post-results

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

Centre actions:

The assessment officer and SLT link responsible for exams to cover essential tasks, if possible in liaison with the Examinations Officer. Also, a possibility of increasing capacity by temporarily employing senior invigilators to carry out delegated administration.

2. SENDCo extended absence at key points in the exam cycle

Criteria for implementation of the plan

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

Planning

- Candidates not tested/assessed to identify potential access arrangement requirements • evidence of need and evidence to support normal way of working not collated

Pre-exams

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

Exam time

- access arrangement candidate support not arranged for exam rooms.

Centre actions:

- Concessions testing is already sub contracted out. The SENDCo Assistant would continue to coordinate this.
- The Examinations Officer will ensure that the pre-exam and exam time tasks are carried out.

3. Teaching staff extended absence at key points in the exam cycle

Criteria for implementation of the plan Key tasks not undertaken including:

- Early/estimated entry information not provided to the Examinations Officer on time; resulting in pre-release information not being received
- Final entry information not provided to the Examinations Officer on time; resulting in:
  - candidates not being entered for exams/assessments or being entered late
  - late or other penalty fees being charged by awarding bodies
- Internal assessment marks and candidates' work not provided to meet submission deadlines

Centre actions:

The Examinations Officer will liaise with the SLT exams link and use the MIS system to ensure that students are entered for the right specifications.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence
Criteria for implementation of the plan

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

Centre actions:

The Examinations Officer ensures all support staff are invigilator trained and each year produces a 'staff guide to invigilation'

In the event of a shortage of invigilators, the Examinations Officer would ring other exams centres to see if they can arrange for one of their external invigilators to be provided.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice
Criteria for implementation of the plan

- Examinations 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 expected incident at exam time

Centre actions:

- On peak exam days Year 11 are on study leave, thus freeing up classrooms to be used as exam rooms.
- The Examinations Officer will liaise with other local exam centres, to see if they have any available exam rooms.

6. Failure of IT systems
Criteria for implementation of the plan

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

Centre actions:

- Ensure that Network Services are aware of the key dates, so they can schedule their maintenance work accordingly.
- The Examinations Officer to ensure that entries are sent in a timely fashion.
- If necessary, the exam officer can download results from awarding body secure sites.

Cyber Attack

Where it is identified that a cyber-attack may compromise any aspect of the delivery of examinations the Examinations Officer will work with IT and make contact with the relevant Awarding Body to seek further guidance.

Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.

To ensure minimal disruption due to a cyber-attack, the school SIMS server (WBVSRV3) is backed up to Disk fully every Friday, and incrementally every day. It's also then backed up to tape in the same manner daily and weekly. SIMS is also the only server that has a dormant replica server on another site virtual server in case of failure,

The Woodbrook Vale IT System Team once informed can decide the best action to get full SIMs access restored as soon as possible.

7. Disruption of teaching time – centre closed for an extended period

Criteria for implementation of the plan

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

Centre actions:

- Relocate within the site where possible
- Close the site for up to 2 days (term time)
- Look to relocate (short term) small critical groups to other sites such as Rainbows other schools and colleges in Loughborough.
- Suspend non-critical staff groups for up to 2 days
- Provide temporary accommodation and equipment on site (Portacabins on field) • Use home working where possible

8. Centre unable to open as normal during the exams period

Criteria for implementation of the plan

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

Centre actions:

- If possible to open for exams and exam candidates only.
- The Examinations Officer will liaise with other local exam centres, to see if they have any available exam rooms.
- Offer candidates the opportunity to sit any exams missed at the next available series.
- Examinations Officer to apply for special consideration for candidates who have met the minimum requirement.

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

Criteria for implementation of the plan

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

Centre actions:

- The Examinations Officer will liaise with other local exam centres, to see if they have any available exam rooms.
- Centre to offer candidates an opportunity to sit any examinations missed at the next available series.
- Examinations Officer to apply to awarding bodies for special consideration for candidates who have met the minimum requirements.

10. Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

Centre actions:

- Examinations Officer or school receptionist to take the exam scripts to the local post office.
- Examinations Officer to ensure secure storage of completed exams papers until collection.

11. Assessment evidence is not available to be marked

Criteria for implementation of the plan

Large scale damage to or destruction of completed examination scripts/assessment evidence before it can be marked

Centre actions:

Examinations Officer to inform awarding bodies and take advice.

12. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centre actions:

Examinations Officer to make arrangements to access results and co-ordinate post results services from an alternative site.

Criteria for implementation of the plan information taken from the Joint contingency plan for the examination system in England, Wales and Northern Ireland "Further Guidance to Inform and Implement Contingency Planning Ofqual Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland" - http://dera.ioe.ac.uk/16235/1/2012-12-11-jointcontingency-plan-november-2012.pdf

GOV.UK Emergencies and severe weather: schools and early years settings https://www.gov.uk/emergencies-and-severe-weather-schools-and-early-years-settings

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

Dispatch of exam scripts guide - Contingency planning https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-labelservice/dispatch-of-exam-scripts-guide

JCQ Guidance on alternative site arrangements http://www.jcq.org.uk/exams-office/forms

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

Guidance on access arrangements and special consideration http://www.jcq.org.uk/examsoffice/access-arrangements-and-special-consideration

Lockdown Policy (Exams)

Purpose of the policy

This policy details the measures taken at Woodbrook Vale in the event of a centre lockdown during the conducting of examinations.

Depending on the nature of the incident, centres may also decide to evacuate, invacuate (an inward evacuation) or use a protected space(s). However, this policy focuses specifically upon the actions, roles and responsibilities during an exams-related lockdown.

A lockdown may be required in the following situations (this is not an exhaustive list):

- an incident or civil disturbance in the local community which poses a risk
- an intruder on the site with the potential to pose a risk
- local risk of air pollution, such as a smoke plume or gas cloud
- a major fire in the vicinity
- a dangerous animal roaming loose
- an internal threat from a student
- any other external or internal incident which has the potential to pose a threat to the safety of exams staff and candidates.

Woodbrook Vale has devised lockdown procedures during the conducting of examinations after consulting ProtectUK guidance.

- In the event of a lockdown during an examination the focus before, during and after an exam will be:
- training staff engaged/involved in the conducting of examinations
- how to achieve an effective lockdown
- implementing Run, Hide, Tell principles
- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- how to let people know what's happening
- maintaining the integrity and security of the examinations/assessments process

Roles and responsibilities

Head of centre

- ensure that a dedicated lockdown alarm (4 rings) is in place and recognised by all staff and candidates
- ensure that all staff involved in the conducting of examinations are trained in how to raise the alarm for a lockdown, act effectively and made aware of their responsibilities
- arrange appropriate training for all exams-related staff in lockdown procedures
- ensure that candidates are aware of the procedures relating to a lockdown, particularly those arriving late for an examination who cannot access the exam room due to it being in lockdown
- ensure that all candidates and staff are aware of a possible exit point in case an intruder manages to gain access, or the exam room becomes unsafe
- provide written lockdown procedures for exam room/invigilator use
- inform the relevant emergency services immediately in the case of any potential threat to the safety of exams staff and candidates

Senior Leadership Team (SLT)

- have accountability for all exams staff and candidates taking examinations during a lockdown
- run training/drills for examination candidates on lockdown procedures
- inform parents/carers about the centre's Lockdown Policy in relation to the conducting of examinations
- have a presence around exam room areas prior to the start of each exam session
- liaise with the appropriate authorities and awarding bodies regarding candidates taking examinations during a lockdown
- use the exam room attendance register(s) to compile a list of all candidates not accounted for.

Examinations Officer

- train invigilators in the centre's lockdown procedure - this should also include identifying all access and egress points within exam rooms, an awareness of the design of the locking device within each room and if there is more than one invigilator, whose role it would be to secure the exam room
- where safe/possible, to liaise with SLT/invigilators in all exam rooms during a lockdown
- assist with lockdown training for staff and students where applicable to the conducting of examinations

Invigilators
- be aware of the centre's lockdown procedure (reminder during training sessions)
- quickly and physically secure access/egress points
- be aware of an effective communication system to inform authorities of the situation
- complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- where safe/possible, to communicate with the Examinations Officer during a lockdown to confirm the situation in a particular exam room

Lockdown procedure

Before an examination
- If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:
- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door and to ensure mobile phones are on silent and non-vibrate mode
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the head of centre immediately

Invigilators will:
- lock all windows and close all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- take an attendance register/head count if possible
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers unattended/out of sight

The Head of Centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

During an examination

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

Invigilators will:
- tell candidates to stop writing immediately and close their answer booklets
- collect the attendance register
- make a note of time when the examination was suspended
- instruct candidates to remain silent, leave all examination materials on their desks and hide under desks
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- lock all windows and close any/all curtains/blinds

- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight
- Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the head of centre immediately

The Head of Centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services

If appropriate, where safe/possible, and following centre policy, the Examinations Officer (or invigilators in the absence of the Examinations Officer) will initiate the emergency evacuation procedure

Where safe/possible, the Examinations Officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

After an examination

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

Invigilators will:

- stop dismissing candidates from the exam room
- instruct candidates who have left the room to re-enter the exam room
- instruct candidates to remain silent and hide under desks/tables
- where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the Examinations Officer (ensuring that all mobile phones/walkie talkies are on silent and non-vibrate mode)
- lock all windows and close any/all curtains/blinds
- switch off all lights
- lock all doors and/or use tables, or any other furniture, to barricade the entrance to the exam room
- (if the threat is a chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, not leave the examination question papers and candidates' scripts unattended/out of sight

Where safe/possible, the Examinations Officer will collate the information from all exam rooms and forward this to the head of centre immediately

Ending a lockdown

The lockdown will be ended by either:

- the sound of a defined alarm (4 rings), or
- the identification/authorisation of Emergency Service officers/SLT/head of centre entering each exam room

A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine

Invigilators will undertake a head count/register and confirm attendance with the Examinations Officer/SLT

Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination Invigilators will then:

- ask candidates to return to their desks, remind them they are under formal exam conditions and allow a settling down period
- allow candidates the full working time remaining to do their examination
- recalculate the revised finish time(s)
- tell the candidates to open their answer booklets and re-start their exam
- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding body/bodies and where relevant, any centre-wide lockdown recording form/log)

The Examinations Officer will:

- provide a report of the incident for the awarding body/bodies (through application of the special consideration process or as advised by the awarding body/bodies
- safely/securely store all collected exam papers and materials pending awarding body advice/guidance

and where this may be applicable:

- ensure appropriate follow-up is undertaken after the incident, reporting the incident to the awarding body and the actions taken, where this may be applicable
- where this may be applicable, ensure a full report of the incident is produced and retained on file if required by an awarding body
- where this may be applicable, ensure an online application for special consideration is submitted to the relevant awarding body where candidates have been disadvantaged

At the earliest immediate opportunity, the head of centre will ensure that any breach of question paper security or malpractice is reported to the awarding body.

Where applicable/possible/available, SLT/Examinations Officer will:

- discuss any alternative exam sittings with the awarding body/bodies
- offer, arrange and provide support services to staff and candidates

At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes).

Where possible, exams staff and candidates will be invited to attend an assembly led by the head of centre to discuss the lockdown and offer ongoing support.

If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website.

The lockdown ends when a member of the Senior Leadership Team, known to the staff and students, gives a verbal instruction.

Internal Appeals Procedure

Woodbrook Vale School Policy for Assessment Decisions

Under Section 2, paragraph 19 (ix) of the Joint Council Code of Practice, the Awarding Bodies require centres offering their examinations to:

- have a published appeals procedure relating to internal assessment decisions that contribute to summative assessment
- make this document available and accessible to candidates.

Our policy is designed to promote quality, consistency, accuracy and fairness in assessment and awarding.

1. The candidate will have produced work for internal assessment that has been authenticated as original work according to the Joint Council document issued in September to all examination candidates.

2. In September, all candidates are given written advice about the production of internally assessed work that contributes to summative assessment and deadlines to be met.

3. All candidates are given adequate and appropriate time to produce the required work.

4. Internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills.

5. The consistency of the internal assessment is secured via a mark scheme or marking criteria and internal standardisation activities as necessary.

6. Each Awarding Body specifies detailed criteria for the internal assessment of the work and staff responsible for internal standardisation will attend any training sessions given by the Awarding Bodies.

7. The Awarding Body must moderate the assessed coursework and the final mark awarded is that of the Awarding Body. This mark is outside the control of the School and is not covered by this procedure.

Review of marking for centre assessed marks in GCSE controlled and non-examination assessments

Woodbrook Vale School (hereafter WBV) 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.

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. WBV is committed to ensuring that the work produced by the 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.

1. WBV 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.

2. WBV 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.

3. WBV will, having received a request for copies of materials, promptly make them available to the candidate.

4. WBV will provide candidates with reasonable time in order to allow them to review copies of materials and reach a decision.

5. Requests for reviews of marking must be made in writing.

6. WBV will allow reasonable 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.

7. WBV 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.

8. WBV will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.

9. The candidate will be informed in writing of the outcome of the review of the centre's marking.

10. 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.

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 WBV and is not covered by this procedure.

Woodbrook Vale School Appeals Procedure

(Where necessary an appeals panel will be convened whose membership would likely include trustees (governors) and independent members of the Senior Leadership Team).

1. Inform the teacher that you have concerns about an assessment decision. (If you are reassured by your teacher that the internal assessment procedures have been upheld. No further action is required.)
2. You remain concerned that the internal assessment procedures may not have been upheld.
3. Inform your Tutor or a nominated person
4. An appeal should be made in writing to the Head of Department by your Tutor or a nominated person.
5. On receipt of your written appeal the HoF will lead an enquiry. To be completed within 10 days.
6. On completion the written findings of the enquiry are sent to you. (You are satisfied with the findings/ decision and no further action is required.)
7. You are not satisfied with the findings. A request for an appeals panel can be made in writing and sent to the Head of Centre.
8. Appeals Panel - This is an opportunity for you to present your case to an appeals panel
9. Written confirmation for the panel's findings will be sent to you within 3 working days
10. The Appeals Panel findings are final.

Equalities Policy

The school's Equality Information and Objectives Statement can be found on the school's website in the Policies section (https://www.wbvs.co.uk/_site/data/files/documents/polices/0F5A71DAE4CBE2ACD2D186FEADE F1D5F.pdf)

The school's Word Processor statement can be found on the school's website in the Exams section (https://www.wbvs.co.uk/attachments/download.asp?file=1142&type=pdf)

Complaints Policy (Exams)

The school's Complaints policy (including exams) can be found on the school's website in the Policies section (https://www.wbvs.co.uk/_site/data/files/documents/polices/2022/E1C577196587CD23 D1387FAB5B49290A.pdf)

Safeguarding Policy (Exams)

The school's Safeguarding policy (including exams) can be found on the school's website in the Policies section (https://www.wbvs.co.uk/_site/data/files/documents/polices/2023/2669DA83FCD252473 A47450C949B6006.pdf)

Data Protection Policy (Exams)

The school's Data Protection policy (including exams) can be found on the school's website in the Policies section (https://www.wbvs.co.uk/_site/data/files/documents/polices/2023/7B20C63481C2B329A8401A1D7DA83CEE.pdf)

Student results can only be released to another person with the student's explicit written permission. If a candidate is unable to collect in person they can, via prior discussion with the Examinations Officer, arrange for someone to collect them on their behalf. A letter of authorisation is required and the appointed person must bring in proof of identity. Failure to do so will result in the School being unable to release them. Results can be posted home but only by prior arrangement with the Examinations Officer.

Whistleblowing Policy (Exams)

The school's Whistleblowing policy (including exams) can be found on the school's website in the Policies section (https://www.wbvs.co.uk/_site/data/files/documents/polices/2022/41AEF7E1C8C9E65A51BC660D345FE977.pdf)

Access Arrangements Policy

Candidates who may require access arrangements are identified during the admissions process, during Year 9 or enrolment.

Subject Teachers/Form Tutors identifying candidates who may require access arrangements after the start of the course should contact the SENDCo coordinator at the earliest opportunity. It is the Subject Teachers responsibility to ensure arrangements are made as soon as possible after the start of the course.

Applying for access arrangements via the JCQ AAO tool is currently the responsibility of the SENDCo.

What are access arrangements and reasonable adjustments?

Access arrangements

Access arrangements are agreed **before** an assessment. They allow candidates with **specific needs**, such as special educational needs, disabilities or temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'. ([1]AA, Definitions)

Reasonable adjustments

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

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

An adjustment will not be approved if it:
- involves unreasonable costs to the awarding body;
- involves unreasonable timeframes; **or**
- affects the security and integrity of the assessment.

This is because the adjustment is not 'reasonable'. ([1]AA, Definitions)

*References to legislation are to the Equality Act 2010. Separate legislation is in place for Northern Ireland (see AA 1.8). The definitions and procedures in AA relating to access arrangements and reasonable adjustments will also apply in Northern Ireland

Purpose of the policy

The purpose of this policy is to confirm that Woodbrook Vale has a written record which clearly shows the centre is leading on the access arrangements process and is complying with its obligation to identify the need for, request and implement access arrangements.

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

Where the ALS lead/SENCo is storing documentation electronically he/she **must** create an e-folder for each individual candidate. The candidate's e-folder **must** hold each of the required documents for inspection. ([1]AA, section 4.2)

The policy is annually reviewed to ensure that processes are carried out in accordance with the current edition of the JCQ publication 'Adjustments for candidates with disabilities and learning difficulties - **Access Arrangements and Reasonable Adjustments**'. (This publication is further referred to in this policy as AA)

General principles

The principles for the centre to consider are detailed in AA (section 4.2). These include:

The purpose of an access arrangement/reasonable adjustment is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage due to persistent and significant difficulties. The integrity of the assessment is maintained, whilst at the same time providing access to assessments for disabled candidates.

The SENCo, or an equivalent member of staff within a FE college, **must** ensure that the proposed access arrangement/reasonable adjustment does not unfairly disadvantage or advantage the candidate.

Access arrangements/reasonable adjustments should be processed at the **start** of the course.

Arrangements **must** always be approved **before** an examination or assessment.
- The arrangement(s) put in place **must** reflect the support given to the candidate in the centre.
- The candidate **must** have had appropriate opportunities to practise using the access arrangement(s)/reasonable adjustment(s) before his/her first examination.
- A large part of the access arrangements/reasonable adjustments process is covered in the Equalities Policy which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

The assessment process

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

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

Current Assessor: June Page (SpLD Assessment Practising Certificate - PATOSS)

Appointment of assessors of candidates with learning difficulties

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

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

Candidates who may require access arrangements are identified during the admissions process or enrolment.

Subject Teachers/Form Tutors identifying candidates who may require access arrangements after the start of the course should contact the SEND Co coordinator at the earliest opportunity. It is the Subject Teachers responsibility to ensure arrangements are made as soon as possible after the start of the course.

Applying for access arrangements via the JCQ AAO tool is currently the responsibility of the Examinations Officer.

Picture of need/normal way of working

The SENDCo collects evidence to show the picture of need which is collated in the student's access arrangement file

Processing access arrangements and adjustments

Arrangements/adjustments requiring awarding body approval

Access arrangements online (AAO) is a tool provided by JCQ member awarding bodies for centres to apply for required access arrangement approval for the qualifications covered by the tool. This tool also provides the facility to order modified papers for those qualifications included. AAO is accessed within the JCQ Centre Admin Portal (CAP) by logging in to one of the awarding body secure extranet sites. A single application for approval is required for each candidate regardless of the awarding body used.

The candidate **Personal data consent form** and the **Data protection confirmation by the examinations officer or SENDCo** are available, prior to the processing of the online application, which must be retained for 26 months from the date of the online application being approved.

The SENDCo keeps detailed records for inspection purposes, whether electronically or in hard copy paper format, of all the essential information on file.

Word Processor Policy (Exams)

An exam candidate may be approved for the use of a word processor where this is appropriate to the candidate's needs and not simply because the candidate now wants to type rather than write in exams or can work faster on a keyboard, or because they use a laptop at home. The use of a word processor must reflect the candidate's normal way of working within the centre.

Word processor statement is available on the school website (https://www.wbvs.co.uk/attachments/download.asp?file=1142&type=pdf)

Alternative Rooming Arrangements Policy

A decision where an exam candidate may be approved for alternative rooming arrangements, e.g. a room for a smaller group of candidates with similar needs (formerly known as separate invigilation) will be made by the SENDCo.

The decision will be based on:

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

In the case of alternative rooming arrangements, the candidate's disability is **established within the centre** (see Chapter 4, paragraph 4.1.4). It is known to the Form Tutor, a Head of Year, the SENDCo or a senior member of staff with pastoral responsibilities. For example, a long-term medical condition which has a substantial and adverse effect.

Alternative rooming arrangements **must** reflect the candidate's normal and current way of working in internal school tests and mock examinations.

Nervousness, low level anxiety or being worried about examinations is not sufficient grounds for separate invigilation within the centre. (AA, section 5.16).

Conflicts of Interest Policy (Exams)

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

- a member of centre staff is taking a qualification at the centre which includes internally assessed components/units (taking at the centre as a last resort where unable to find an alternative centre)
- a candidate is being taught and prepared for a qualification which includes internally assessed components/units by a member of centre staff with close relationship to the candidate

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

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

Any conflicts identified by Examinations Officer and discussed with SLT link to ensure the integrity of all stages of the examinations process

Conflict of interest (COI)	Measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected
(As a last resort where unable to find another centre) Taking a qualification(s) at this centre which includes an internally assessed component/unit COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)	• prevent the member of centre staff having access to confidential examination/assessment materials prior to exam(s)/assessment(s) • brief other relevant centre staff on maintaining the integrity and confidentiality of exam/assessment materials • ensure the member of centre staff is treated in the same way as any other candidate entered for that qualification, does not have access to examination materials and does not receive any preferential treatment • mobile phone to be handed in and retained securely as the member of staff enters the school site on the day of a conflicted exam
Teaching and preparing a member of family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) for a qualification(s) which includes an internally assessed component/unit COI declared to relevant awarding body before the published deadline for entries (for each affected examination series)	• make every effort to avoid situations where a candidate is assessed by a person who has a close personal relationship with the candidate • ensure the member of centre staff is not solely involved in making assessment decisions for the affected candidate for any internally assessed component/unit • ensure the marked work will be submitted for moderation whether or not it is part of the moderation sample • For vocational courses, the student automatically becomes part of any internal sampling for verification. External subject verifiers made aware of the conflict
A member of exams office staff and has a member of family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) being entered for examinations and assessments at this centre or another centre	• ensure that the member of exams office staff does not have unaccompanied access to confidential examination materials (for example, question papers, pre-release materials, answer scripts etc. • ensure that another person is present for particular administrative arrangements relating to the candidate's exams/assessments
Taking a qualification at this centre which does not include internally assessed components/units	• prevent the member of centre staff having access to confidential examination materials prior to exam(s) • brief other relevant centre staff on maintaining the integrity and confidentiality of examination materials • ensure the member of centre staff is treated in the same way as any other candidate entered for that qualification, does not have access to examination materials and does not receive any preferential treatment • mobile phone to be handed in and retained securely as the member of staff enters the school site on the day of a conflicted exam

Taking a qualification at another centre	• to ensure the member of centre staff does not have access to confidential examination materials for the same awarding body qualification if this is delivered in the centre, the arrangements below are in place: • mobile phone to be handed in and retained securely as the member of staff enters the school site on the day of a conflicted exam

National Centre Number Register and other information requirements

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

Centre inspections

- Co-operates with the JCQ Centre Inspection Service, an awarding body or a regulatory authority when subject to an inspection, an investigation or an unannounced visit, and takes all reasonable steps to comply with all requests for information or documentation made by an awarding body or regulatory authority as soon as is practical
- Allows all venues used for examinations and assessments, paperwork and secure storage facilities to be open to inspection
- Understands the JCQ Centre Inspector will identify him/herself with a photo ID card and **must** be accompanied throughout his/her tour of the premises, including inspection of the centre's secure storage facility.

Examinations Officer

Understands the contents of annually updated JCQ publications including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Suspected Malpractice - Policies and Procedures
- Post-Results Services (PRS)
- A guide to the special consideration process
- Completes/submits the National Centre Number Register annual update (administered on behalf of the JCQ member awarding bodies by OCR (https://ocr.org.uk/administration/ncn-annual-update/) by the end of October every year
- Confirms the details or informs the awarding bodies of any changes to the centre's contact details through the National Centre Number Register
- Informs the National Centre Number Register Team **immediately** (e-mail address – ncn@ocr.org.uk) if any changes occur after the National Centre Number Register annual update has taken place

- (Where it may be applicable) Informs the National Centre Number Register Team no later than 6 weeks prior to moving to a new address or a re-location of the secure storage facility
- Informs the National Centre Number Register Team immediately of any other changes in circumstances that could affect the centre's status
- Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- Ensures key tasks are undertaken and key dates and deadlines met
- Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the content of training provided to invigilators for the required period
- Works with the SENDCo to ensure invigilators supervising access arrangement candidates and those acting as a facilitator supporting access arrangement candidates fully understand the respective role and what is and what is not permissible in the exam room
- Supports the head of centre in ensuring that awarding bodies are informed (where required) of any conflict of interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries for each examination series
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential exam materials on the requirements for maintaining the integrity and confidentiality of the exam materials.

Senior leaders

Are familiar with the contents, refer to and direct relevant centre staff to annually updated JCQ publications including:

- General Regulations for Approved Centres
- Instructions for conducting examinations
- Access Arrangements and Reasonable Adjustments
- Suspected Malpractice - Policies and Procedures
- Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
- A guide to the special consideration process
- Ensure teaching staff undertake key tasks, as detailed in this policy, within the exams process (exam cycle) and meet internal deadlines set by the EO and SENDCo
- Ensure teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Ensure teaching staff attend relevant awarding body training and update events

Additional Learning Support (ALS) Lead/Special Educational Needs Co-ordinator (SENDCo)

Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:

- Access Arrangements and Reasonable Adjustments
- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification

Teaching staff

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

Invigilators

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

Reception staff

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

Site staff

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

Candidates

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

The exam cycle

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

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

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

Planning: roles and responsibilities
Information sharing
Head of centre

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

Examinations Officer

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

Information gathering
Examinations Officer

- Undertakes an annual information gathering exercise in preparation for each new academic year to ensure data about all qualifications being delivered is up to date and correct
- Collates all information gathered into one central point of reference

- Researches awarding body guidance to identify administrative processes, key tasks, key dates and deadlines for all relevant qualifications
- Produces an annual exams plan of key tasks and key dates to ensure all external deadlines can be effectively met; informs key centre staff of internal deadlines
- Collects information on internal exams to enable preparation for and conduct of internal mock exams

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

Access arrangements

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

SENDCo
- Assesses candidates (or works with the appropriately qualified assessor as appointed by the head of centre) to identify access arrangements/reasonable adjustments requirements
- Gathers **evidence** to support the need for access arrangements for a candidate
- Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Gathers signed **Personal data consent** forms from candidates where required and ensures **Data protection confirmation**(s) by the examinations officer or SENDCo are completed
- Applies for **approval** through **Access arrangements online** (AAO) via the **Centre Admin Portal** (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation (if documentation is stored electronically, an e-folder must be created for each individual candidate. The candidate's e-folder must hold each of the required documents for inspection)
- Employs good practice in relation to the Equality Act 2010
- Liaises with the EO regarding exam time arrangements for access arrangement candidates
- Ensures staff appointed to facilitate access arrangements for candidates are thoroughly trained and understand the rules of the particular arrangement(s) and keeps a record of the content of training provided to facilitators for the required period
- Works with the EO to ensure invigilators and those acting as a facilitator fully understand the respective role and what is and what is not permissible in the exam room
- Liaises with the relevant member of the senior leadership team on the centre's policy on the use of word processors in examinations

Senior leaders, Teaching staff
- Support the SENDCo in determining and implementing appropriate access arrangements/reasonable adjustments
- Produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations

Internal assessment and endorsements
Head of Centre
Controlled assessments, coursework and non-examination assessments
- Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. internally assessed marks
- Ensures arrangements are in place to coordinate and standardise all marking of centre-assessed components and ensures that candidates' centre-assessed work is produced, authenticated and marked, or assessed and quality assured in accordance with the awarding bodies' instructions (including where relevant, private candidates)
- Ensures that teaching staff, in accordance with awarding bodies' instructions, return all subject-specific forms by the required date
- Provides fully qualified teachers to mark non-examination assessments, and/or fully qualified assessors for the verification of centre-assessed components
- Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- Ensures a **non-examination assessment policy** is in place for GCE and GCSE qualifications which include components of non-examination assessment (For CCEA GCSE centres this would be a controlled assessment policy)

Non-examination Assessment (including Artificial Intelligence) Policy
What does this policy affect?
This policy affects the delivery of subjects of reformed GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

"The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'." [Definition taken directly from the JCQ publication Instructions for conducting non-examination assessments– Foreword, page 3]

This publication is further referred to in this policy as NEA

Purpose of the policy
The purpose of this policy, as defined by Joint Council for Qualifications (JCQ), is to cover procedures for planning and managing non-examination assessments define staff roles and responsibilities with respect to non-examination assessments manage risks associated with non-examination assessments [NEA– The basic principles, page 4]

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

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are task setting; task taking; task marking. [NEA– The basic principles, page 4]

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

The Basic Principles

Head of Centre (Headteacher)
- Ensures that the centre's non-examination assessment policy is fit for purpose
- Ensures the centre's internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against an internal assessment decision

Senior leaders
- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject specific instructions
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year

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

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

Subject teacher
- Understands and complies with the general instructions as detailed NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate component/unit entry code) to the internal deadline for entries

Examinations Officer
Carries out tasks where these may be applicable to the role in supporting the administration/management of non-examination assessment

Task Setting

Subject teacher
- Selects tasks from a choice provided by the awarding body OR designs tasks where this is permitted by criteria set out within the subject specification
- Makes candidates aware of the criteria used to assess their work
- Issuing of Tasks

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

Task Taking

Supervision

Subject teacher

- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- 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
- Ensure candidates understand and comply with the regulations in relevant JCQ documents Information for candidates

Advice and feedback

Subject teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- 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 where permitted by the specification
- Records any assistance given beyond general advice and take it into account in the marking or submit it to the external examiner
- Ensures when work has been assessed, candidates are not allowed to revise it

Resources

Subject teacher

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

Word and time limits

Subject teacher

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

Collaboration and group work

Subject teacher

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

Authentication procedures

Subject teacher

- Where required by the awarding body's specification
- ensures candidates sign a declaration confirming the work they submit for final assessment is their own unaided work
- signs the teacher declaration of authentication confirming the requirements have been met
- Keeps signed candidate declarations on file until the deadline for 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 Examinations Officer.

Presentation of work

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

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
- Secure storage instructions are followed 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.

IT Manager

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

Task marking – externally assessed components

Conduct of externally assessed work

Subject teacher
- Liaises with the EO 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

Examinations 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

Subject teacher
Provides the attendance register to a Visiting Examiner

Examinations 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

Task marking – internally assessed components

Marking and annotation

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

Quality assurance (QA) lead/Lead internal verifier
Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

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

Subject head/lead
- Ensures a consortium coordinator is nominated (where this may be required as the consortium lead)
- Liaises with the EO 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
- Subject teacher
- Provides marks to the Examinations Officer to the internal deadline
- Provides the moderation sample to the Examinations Officer to the internal deadline

Examinations 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 Examinations 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
- Submission of marks and work for moderation

Subject teacher or Examinations Officer by arrangement
- 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 Examinations 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 Examinations 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

Examinations 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
- Storage and retention of work after submission of marks.

Subject teacher
- Keeps a record of names and candidate numbers for candidates whose work was included in the moderation sample
- Retains all marked candidates' work (including any sample returned after moderation) under secure conditions 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.)

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

External moderation - feedback

Subject head/lead
Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next examination series

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

Access arrangements

Subject teacher
Works with the SENDCo to ensure any access arrangements for eligible candidates are applied to assessments.

Special educational needs coordinator (SENDCo)
- Follows the regulations and guidance in the JCQ publication Access Arrangements and Reasonable Adjustments
- Where arrangements do not undermine the integrity of the qualifications 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
- Work with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special consideration

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 Examinations Officer when special consideration may need to be applied for a candidate taking assessments

Examinations 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

Malpractice
Head of centre
- 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

Subject teacher
- Is aware of the JCQ Notice to Centres - Teachers sharing assessment material and candidates' work
- Ensures candidates understand of the JCQ document Information for candidates - non-examination assessments
- Ensures candidates understand the JCQ document Information for candidates - Social Media

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

Enquiries about results
Head of centre
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.

Subject head/lead
Provides relevant support to subject teachers making decisions about enquiries about results.

Subject teacher
- Provides advice and guidance to candidates on their results and the post-results services available
- Provides the Examinations 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 Examinations Officer in collecting candidate consent where required

Examinations 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.

Practical Skills Endorsement for the A-Level Sciences
Designed for use in England [Not currently applicable to Woodbrook Vale]

Head of centre
Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities.

Subject head/lead
- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England
- Ensures a response is provided to JCQ indicating which awarding body the centre intends to use for its entries in A Level Biology, Chemistry and Physics (in Autumn 2016)
- Undertakes training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of the monitoring visit.

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

Examinations Officer
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment
- Spoken Language Endorsement for GCSE English Language specifications designed for use in England

Head of centre
Provides a signed declaration as part of the National Centre Number Register Annual Update, that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the Spoken Language endorsement

Quality assurance (QA) lead/Lead internal verifier
Ensures the appropriate arrangements are in place for internal standardisation of assessments

Subject head/lead
- Confirms understanding of the Spoken Language Endorsement for GCSE English Language specifications designed for use in England
- Ensures the required task setting and task taking instructions are followed by subject teachers
- Ensures subject teachers assess candidates, either live or from recordings, using the

common assessment criteria
- Ensures for monitoring purposes, audio-visual recordings of the presentations of a sample of candidates are provided

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

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: • *the current JCQ publication Instructions for conducting non-examination assessments* • *the JCQ document Notice to Centres - Sharing NEA material and candidates' work - www.jcq.org.uk/exams-office/non-examination-assessments*	
Candidate malpractice	Records confirm that candidates are informed and understand they must not: • submit work which is not their own • make available their work to other candidates through any medium • allow other candidates to have access to their own independently sourced material • assist other candidates to produce work • use books, the internet, AI or other sources without acknowledgement or attribution • submit work that has been word processed by a third party without acknowledgement • include inappropriate, offensive or obscene material Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media - www.jcq.org.uk/exams-office/information-for-candidates-documents and understand they must not post their work on social media.	
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	Awarding body key date for accessing/downloading set task noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details	

Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task	
Candidates do not understand the marking criteria and what they need to do to gain credit	A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria	
Subject teacher long term absence during the task setting stage	See centre's Exam Contingency Plan (Teaching staff extended absence)	
Issuing of tasks		
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	
Subject teacher long term absence during the issuing of tasks stage	See centre's Exam Contingency Plan (Teaching staff extended absence)	

A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	
	Task taking	
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy	
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	

Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component Candidate confirms/records advice and feedback given prior to starting on their work	
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	Ensures a centre-wide process is in place for subject teachers to record all advice and feedback provided to candidates during the task-taking stage as part of the centre's quality assurance procedures Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component Candidate confirms/records advice and feedback given during the task-taking stage	
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant Records as detailed above are provided to confirm all assistance given Where appropriate, a suspected malpractice report is submitted to the awarding body	

Candidate does not reference information from published source	Candidate is advised at a general level to reference information before work is submitted for formal assessment	
	Candidate is again referred to the JCQ document Information for candidates: non-examination assessments	
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate does not set out references as required	Candidate is advised at a general level to review and re-draft the set out of references before work is submitted for formal assessment	
	Candidate is again referred to the JCQ document Information for candidates: non-examination assessments	
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	
Candidate joins the course late after formally supervised task taking has started	A separate supervised session(s) is arranged for the candidate to catch up	
Candidate moves to another centre during the course	Awarding body guidance is sought to determine what can be done depending on the stage at which the move takes place	
An excluded student wants to complete a non-examination assessment (s)	The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education	
	If so, arrangements for supervision, authentication and marking are made separately for the candidate	
Resources		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions	
	Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions	
	Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	

A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	
Word and time limits		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	
Collaboration and group work		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	
Authentication procedures		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Notice to Centres - Sharing NEA material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body.	

Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	
	Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments	
	Declaration is checked for signature before accepting the work of a candidate for formal assessment	
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	
	Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course	
	Alternative secure storage sourced where required	

Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures: - access to this material is restricted through password protection - appropriate security safeguards are in place (appropriate firewalls and anti-virus provision in place) - an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained (back-ups daily with offsite/cloud storage, Google Drive work automatically stored in the cloud) - any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it (e.g. password protected zip file could be requested by the awarding body for moderation)	
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	
Task marking – internally assessed components		
A candidate submits little or no work	Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	

Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and reporting procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	
A teacher assesses the work of a candidate with whom they have a close personal relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	A possible conflict of interest is declared by informing the awarding body before the published deadline for entries for each examination series Marked work of said candidate is submitted for external moderation whether part of the sample requested or not	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extension can be granted Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension	
After submission of marks, it is discovered that the wrong task was given to candidates	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	

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

Senior leaders
- Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work (including where relevant, private candidates)
- Ensure appropriate internal moderation, standardisation and verification processes are in place
- Ensure teaching staff delivering AQA Applied General qualifications, OCR Cambridge Nationals, Entry Level Certificate or Project qualifications (and CCEA GCE unitised AS and A-level qualifications) follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensure teaching staff delivering reformed GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensure teaching staff follow appropriate instructions issued by the awarding body
- Ensure teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

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

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

Invigilation

Head of centre
- Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- Ensures, if contracting supply staff to act as invigilators, that such persons are competent and fully trained, understanding what is and what is not permissible (and not taking on its own an assurance from a recruitment agency, that this is the case)
- Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher to ensure the supervision of candidates is maintained at all times

Examinations Officer
- Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- Provides thorough training for new invigilators on the current instructions for conducting examinations and an update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an exam
- Ensures invigilators supervising access arrangement candidates understand their role (and the role of a facilitator who may be supporting a candidate) and the rules and regulations of the access arrangement(s)

- Ensures invigilators are briefed on the access arrangement candidates in their exam room and made aware of the access arrangement(s) awarded (ensuring these candidates are identified on the seating plan) and confirms invigilators understand what is and what is not permissible
- Collects evaluation of training to inform future events.

Entries: roles and responsibilities

Estimated entries

Examinations Officer

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

Estimated entries collection and submission procedure

The Examinations Officer will use up to date group lists to make estimated entries and where required check with Heads of Faculty. Estimated entry submissions will be made via the Awarding Body secure site when requested.

Makes candidates aware of the JCQ **Information for candidates – Privacy Notice** at the start of a course leading to a vocational qualification or when entries are submitted to awarding bodies for processing for general qualifications

Senior leaders

- Provide entry information requested by the EO to the internal deadline
- Inform the EO immediately of any subsequent changes to entry information.

Final entries

Head of centre

Ensures appropriate controls are in place which allow accurate data to be submitted to the awarding bodies, e.g. entries

Examinations Officer

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

Final entries collection and submission procedure

The Exams team will collect entries from Heads of Faculty and process on SIMS and submit through A2C.

Senior leaders

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

Entry fees

All entry fees are paid for by the school. The school has an allocated annual budget for exams that cover entry fees, invigilation costs and facilities such as desks and carpeting.

Late entries

Examinations Officer

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

Senior leaders

Minimise the risk of late entries by:

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

Re-sit entries

The school does not offer resits. GCSE re-sits for Maths and English for Year 11 leavers are organised by their post-16 provider.

Private candidates

The centre does not generally accept private candidates although requests will be considered by the Headteacher.

Candidate statements of entry

Examinations Officer

Provides candidates with statements of entry for checking.

Teaching staff

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

Candidates

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

Pre-exams: roles and responsibilities

Access arrangements and reasonable adjustments

SENDCo

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access to exams/assessments for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and /or adaptations that may be put in place for him/her
- Ensures exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Allocates appropriately trained centre staff to facilitate access arrangements for candidates in exams and assessments (ensuring that the facilitator appointed meets JCQ requirements and fully understands the rule of the access arrangement)
- Where relevant, ensures the necessary and appropriate steps are undertaken to gather an appropriate picture of need and demonstrate normal way of working for a private candidate (including distance learners and home educated candidates) and that the candidate is assessed by the centre's appointed assessor

Briefing candidates

Examinations Officer

- Issues individual exam timetable information to candidates and informs candidates of any designated contingency sessions awarding bodies may identify in the event of national or significant local disruption to exams

- Prior to exams issues relevant JCQ information for candidates documents
- Where relevant, issues relevant awarding body information to candidates
- Issues centre exam information to candidates including information on:
- exam timetable clashes
- arriving late for an exam
- absence or illness during exams
- what equipment is/is not provided by the centre
- food and drink in exam rooms
- unauthorised items in exam rooms
- when and how results will be issued and the staff that will be available
- post-results services information and how the centre will deal with requests from candidates
- when and how certificates will be issued.

Access to Scripts, Reviews of Results and Appeals Procedures

The school works with students, parents and teaching staff before confirming any request for access to scripts following results day. Once a script has been received then subject staff can offer their opinion on any potential discrepancies. The decision to request a review of marking always lies with the students and they are made aware that results can stay the same, go up or go down.

Dispatch of exam scripts

Examinations Officer

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

Estimated grades

Senior leaders

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

Examinations Officer

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

Internal assessment and endorsements

Head of centre

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

SENDCo

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

Teaching staff

- Support the SENDCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements
- Assess and authenticate candidates' work
- Assess endorsed components
- Ensure candidates are informed of centre assessed marks prior to marks being submitted to awarding bodies.

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

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

Candidates
Authenticate their work as required by the awarding body

Invigilation

Examinations Officer
- Provides an annually reviewed/updated invigilator handbook to invigilators, trains new invigilators on the current regulations on appointment and updates experienced invigilators on any regulation changes and any changes to centre-specific processes
- Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator where a candidate and invigilator (acting as a practical assistant, reader or scribe) are accommodated on a 1:1 basis to enter the room at regular intervals in order to observe the conducting of the exam, ensure all relevant rules are being adhered to and to support the practical assistant/reader and/or scribe in maintaining the integrity of the exam)
- Allocates invigilators to exam rooms (or where supervising candidates due to a timetable clash) according to the required ratios
- Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates.

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

Invigilators
Provide information as requested on their availability to invigilate throughout an exam series

JCQ Centre Inspections

Examinations Officer or **Senior leader**
Will accompany the Inspector throughout a visit

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

Seating and identifying candidates in exam rooms
Examinations Officer

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

Candidate Identification Procedure

Student identification cards are placed on the exam desk at the start of the exam. The card has the student name, candidate number and photograph on it. This ensures students are identifiable.

Students with Access Arrangements will have a green card at the start of the exam which has the student name, candidate number, photograph and Access Arrangements on it

Access Arrangements information is also supplied to invigilators with the registers and identified on the seating plan for each exam.

Invigilators

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

Security of exam materials
Examinations Officer

- Confirms appropriate arrangements are in place to ensure that confidential materials are only handed over to those authorised by the head of centre
- Ensures access to the secure room is restricted and staff approved by the head of centre are accompanied by a keyholder at all times. There must be between two and six keyholders only (the Examinations Officer must be one of the keyholders), each keyholder must fully understand their responsibilities as a keyholder to the secure storage facility
- Has a process in place to demonstrate the receipt, secure movement and secure storage of confidential exam materials within the centre
- Ensures a log is kept at the initial point of delivery recording confidential materials received and signed for by authorised staff within the centre and that appropriate arrangements are in place for confidential materials to be immediately transferred to the secure storage facility until they can be removed from the dispatch packaging and checked in the secure room before being returned to the secure storage facility in timetable order
- Carefully checks question paper packets when they are removed from the dispatch packing and keeps a log of the check
- Ensures the secure storage facility contains only current and live confidential material (ensuring that past examination question papers, internal tests and mock examinations are not kept in the centre's secure storage facility)
- Ensures that examination stationery, e.g. answer booklets and formula booklets are stored in the secure room (attempting to store this material in the secure storage facility, when sufficient space allows)
- Ensures the integrity and security of any electronic question paper is maintained during the downloading, printing and collating process (ensuring printing is carried out in a secure environment to prevent unauthorised personnel accessing live assessment materials and ensuring only authorised members of centre staff have access to electronic question papers)
- At least two and no more than six members of centre staff should be authorised to handle secure electronic materials, one of whom must be the Examinations Officer*. Other members of centre staff may assist with printing and collation provided they are under supervision.
- *For AQA examinations, one member of centre staff can be authorised to handle secure

electronic material.

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

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

Timetabling and rooming

Examinations Officer
- Produces a master centre exam timetable for each exam series
- Identifies and resolves candidate exam timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted and according to the centre's policy)

Overnight Supervision Arrangements Policy
Allowing a candidate to take an exam paper the following morning due to an eligible overnight supervision arrangement is at the discretion of the centre. Every effort is made to avoid such circumstances arising and would only occur with a 3-way examination clash. On identification of the need for such provision, the Examinations Officer and SLT link ensure:
- the correct procedure is followed
- appropriate arrangements are put in place
- candidates (and/or parents/carers) understand when, or indeed if, appropriate arrangements can/will be made.

Why have a policy on this?
Allowing a candidate to take an exam paper the following morning due to an eligible overnight supervision arrangement is at the discretion of the centre. Having a documented policy ensures:
- the correct procedure is followed
- appropriate arrangements are put in place
- candidates (and/or parents/carers) understand when, or indeed if, appropriate arrangements can/will be made
- the centre can demonstrate the policy if asked/challenged by a candidate (and/or parent/carer)
- Identifies exam rooms and specialist equipment requirements
- Allocates invigilators to exam rooms (or where supervising candidates due to an exam timetable clash) according to required ratios
- Liaises with site staff to ensure exam rooms are set up according to JCQ and awarding body requirements
- Liaises with the SENDCo regarding rooming of access arrangement candidates

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

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

Alternative site arrangements

Examinations Officer

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

Centre consortium arrangements

Examinations Officer

(Where/if applicable to the centre) Processes applications for Centre Consortium arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)

Senior leaders

(Where/if applicable to the centre) Inform the EO of any joint teaching arrangements in place and where the centre is acting as the consortium coordinator

Transferred candidate arrangements

Examinations Officer

- (Where/if applicable to the centre) Liaises with the host or entering centre, as required
- Processes requests for Transferred Candidate arrangements using CAP to the awarding body deadline (or through the awarding body where a qualification may sit outside the scope of CAP)
- Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangement

Internal exams

Examinations Officer

- Prepares for the conduct of internal exams under external conditions (where applicable to the centre)
- Provides a centre exam timetable of subjects and rooms
- Provides seating plans for exam rooms
- Requests internal exam papers from teaching staff
- Arranges invigilation (where applicable to the centre)

SENDCo

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

Teaching staff

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

Exam time: roles and responsibilities

Access arrangements

Examinations Officer

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

Candidate absence

Candidate Absence Policy

The Examinations Officer ensures:

- candidates are aware of what they need to do if they are likely to be absent from an exam through the guide to examinations
- staff involved in the exams process understand how absent candidates who have not contacted the centre regarding their absence will be managed at the time of the exam
- missing candidates are identified as they are seated. The Senior Leader link ('On Call' system) is then used to contact absentees using resources such as Student Office staff.
- persistent absentees are already identified.

Invigilators

- Are informed of the policy/process for dealing with absent candidates through training
- Ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan.

Candidates

Are re-charged relevant entry fees for unauthorised absence from exams

Candidate behaviour

Senior leaders

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

Examinations Officer

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

Invigilators

Record any incidents or irregularities on the exam room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness or needing to leave the exam room

Candidate belongings

Candidate belongings are stored outside the exam space. Students reminded on entry that any mobile phones should be switched off if left in bags.

Candidate late arrival

Examinations Officer

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

Invigilators

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

Candidate Late Arrival Policy
- Permitting candidates who arrive after the start of an exam to enter the exam room and sit the exam is at the centre's discretion. Students are provided with information so candidates are aware of what will or won't happen should they arrive late.
- Examinations staff involved in the exams process understand how this will be managed at the time of the exam and will ensure late arrivals are accommodated within the bounds of JCQ regulations (typically within the first hour from the scheduled start time, missed time is added to the exam finish time for those students)
- Persistent late arrivals are spoken to by the SLT link.

Conducting exams
Head of centre
Ensures venues used for conducting exams meet the requirements of JCQ and awarding bodies

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

Dispatch of exam scripts
Examinations Officer
- Dispatches scripts as instructed by JCQ and awarding bodies
- Keeps appropriate records to track dispatch

Exam papers and materials
Examinations Officer
- Organises exam question papers and associated confidential resources in date order in the secure storage facility
- Attaches erratum notices received to relevant sealed question paper packets
- Collates attendance registers and examiner details in date order
- Regularly checks mail or email inbox for updates from awarding bodies
- In order to avoid potential breaches of security, ensures care is taken to ensure the correct question paper packets are opened by ensuring a member of centre staff, additional to the person removing the papers from secure storage, e.g. an invigilator, checks the day, date, time, subject, unit/component and tier of entry, if appropriate, immediately before a question paper packet is opened
- Ensures this second pair of eyes check is recorded
- Where allowed by the awarding body, only releases exam papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the exam, or until any timetable clash candidates have completed the exam

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

Food and Drink Policy (Exams)

Allowing food and drink in an exam room is at the head of centre's discretion. Students are advised that no food is allowed in the examination room. Water bottles are allowed as long as they are clear plastic with no label and stored on the floor next to their exam desk.

Leaving the Examination Room Policy

Allowing time to be compensated where a candidate leaves the exam room temporarily, accompanied by a member of centre staff, is at the discretion centre. Students are advised that a temporary absence from the exam room is permitted in extreme circumstances and the missed time can be added to the end of their examination time.

Examinations Officer

- Ensures exam rooms are set up and conducted as required in the regulations
- Provides invigilators with appropriate resources to effectively conduct exams
- Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures sole invigilators have an appropriate means of summoning assistance (if this is a mobile phone, instructs the invigilator that the mobile phone is only allowed to be used for this specific purpose and that it must be kept on silent mode)
- Ensures invigilators understand they must be vigilant and remain aware of incidents or emerging situations, looking out for malpractice or candidates who may be in distress, recording any incidents or issues on the exam room incident log
- Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily and how this should be recorded on the exam room incident log
- Provides authorised exam materials which candidates are not expected to provide themselves
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Ensures invigilators are aware of arrangements in place for a candidate with a disability who may need assistance if an exam room is evacuated

Senior leaders

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

Emergency Evacuation Policy (Exams)

Emergency evacuation procedure for Examinations

(laminated copy in all exam spaces)

- The Invigilator must take the following action in an emergency such as a fire or a bomb alert:
- Stop the candidates from writing
- Collect the attendance register in order to ensure that all candidates are present. (Once outside you will retake the exam register)
- Advise candidates to close their answer booklets
- Advise candidates to leave all question papers and bags in the exam room
- Evacuate the examination room in line with school procedure, the exit points will be room specific
- Candidates are to leave the room in silence and line up on the points marked E at the back of the hardcourt
- Make sure that the candidates are supervised at all times to ensure that no discussion takes place
- Make a note of the time of the interruption and the duration

- Allow the candidates the remainder of the working time set for the examination once it resumes
- Make a report to the Examinations Officer who will forward the details to the relevant awarding body.

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

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

Candidates
- Are required to follow the instructions given to them in exam rooms by authorised centre staff and invigilators
- Are required to remain in the exam room for the full duration of the exam

Irregularities (including malpractice)

Head of centre
Ensures (as required by an awarding body) any cases of alleged, suspected or actual incidents of malpractice or maladministration before, during or after examinations/assessments (by centre staff, candidates, invigilators) are investigated and reported to the awarding body **immediately**, by completing the appropriate documentation.

Managing Behaviour Policy (Exams)

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

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

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

Special consideration Policy

Senior leaders
Provide signed evidence to support eligible applications for special consideration

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

Candidates
Provide appropriate evidence to support special consideration applications, where required.

Unauthorised items
Arrangements for unauthorised items taken into the exam room. Examinations Officer and SLT link informed. Instances are reported to the exam board for that examination.

Invigilators
Are informed of the arrangements and procedures for unauthorised items through training

Internal exams

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

Invigilators
Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal assessment

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

Managing results day(s)

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

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

Example Results day programme
Student collection between 9.00 and 10.30am with envelopes arranged alphabetically on tables in the canteen. Candidate permission slips for script access and reviews of marking are included.

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

Accessing results

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

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

Post-results services

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

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

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

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

Analysis of results

Exams and Data Manager
- Provides analysis of results to appropriate centre staff
- Provides results information to external organisations where required
- Undertakes the DfE School and College Checking Exercises (where applicable to the centre) https://tableschecking.education.gov.uk

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

Certificate Issue Procedure and Retention Policy
Candidates will be informed by email when certificates are available for collection. Candidates will be able to collect certificates during allocated slots or by prior arrangement with the Examinations Officer. Candidates will be required to sign for the receipt of their certificates.

Certificates may be collected on behalf of a candidate by a third party, provided they have been authorised in writing to do so, and provide their own identification.

The school retains certificates for a minimum of one academic year.

Candidates

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

Exams review: roles and responsibilities

Examinations Officer

- Provides SLT with an overview of the exam year, highlighting what went well and what could be developed/improved in terms of exams management and administrative processes within the stages of the exam cycle
- Collects and evaluates feedback from staff, candidates and invigilators to inform an exams review.

Senior leaders

Work with the EO to produce a plan to action any required improvements identified in the review.

Retention of records: roles and responsibilities

Examinations Officer

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

Exams Archiving Policy

Examinations Officer

- Keeps records as required by JCQ and awarding bodies for the required period
- Keeps records as required by the centre's records management policy.