






Cardinal Langley RC High School

EXAMS POLICIES & PROCEDURES

These policies and procedures are reviewed annually by the Examinations Officer
to ensure compliance with current regulations

Reviewed by:	Mrs Lesley Barton
Signed:	
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Policy Adoption/Approval:

Chair of C&P Committee:		Date:	05.06.2018
Headteacher:		Date:	05.06.2018

Key staff involved in the exams policy:

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Exams Officer Line Manager (Senior Leadership Team)	Mrs T Hatton
Exams Officer	Mrs L Barton
SENDCo	Mrs S Lord

Contents

Purpose of the policy	5
Roles and responsibilities overview	5
Exam contingency plan	6
Internal appeals procedures	6
Disability policy (exams)	6
Complaints and appeals procedure	6
Child protection/safeguarding policy	6
Data protection policy	6
The exam cycle	8
Planning: roles and responsibilities	9
Information sharing	9
Information gathering	9
Access arrangements	9
Word processor policy (exams)	10
Separate invigilation within the centre	10
Internal assessment and endorsements	10
Controlled assessment policy	10
Non-examination assessment policy	10
Invigilation	11
Entries: roles and responsibilities	12
Estimated entries	12
Estimated entries collection and submission procedure	12
Final entries	12
Final entries collection and submission procedure	13
Entry fees	13
Late entries	13
Re-sit entries	13
Transfer of credit	13
Candidate statements of entry	13
Pre-exams: roles and responsibilities	14
Access arrangements	14
Briefing candidates	14
Access to scripts, enquiries about results and appeals procedures	15
Dispatch of exam scripts	15
Estimated grades	15
Internal assessment and endorsements	15
Invigilation	16
JCQ inspection visit	16
Seating and identifying candidates in exam rooms	16

Verifying candidate identity procedure	16
Security of exam materials	17
Timetabling and rooming	17
Alternative site arrangements	17
Transferred candidate arrangements	18
Internal exams	18
Exam time: roles and responsibilities	18
Access arrangements	18
Candidate absence	19
Candidate absence policy	19
Candidate behaviour	19
Candidate belongings	19
Candidate late arrival	19
Candidate late arrival policy	19
Conducting exams	20
Dispatch of exam scripts	20
Exam papers and materials	20
Exam rooms	20
Food and drink in exam rooms	20
Emergency evacuation policy	21
Irregularities	21
Managing behaviour	21
Malpractice	22
Special consideration	22
Unauthorised materials	22
Arrangements for unauthorised materials taken into the exam room	22
Internal exams	22
Results and post-results: roles and responsibilities	23
Internal assessment	23
Managing results day(s)	23
Results day programme	23
Accessing results	23
Post-results services	23
Analysis of results	24
Certificates	24
Issue of certificates procedure	24
Retention of certificates policy	25
Review: roles and responsibilities	25
Retention of records: roles and responsibilities	25
Exams archiving policy	25

Appendices

<u>Appendix 1: Examinations Contingency Plan</u>	26
<u>Appendix 2: Internal Appeals Procedure</u>	33
<u>Appendix 3: Disability Policy</u>	35
<u>Appendix 4: Word Processor Policy</u>	45
<u>Appendix 5: GCSE Controlled Assessment Policy</u>	50
<u>Appendix 6: Non-Examination Assessment Policy</u>	53
<u>Appendix 7: Enquiries about Results, Access to Scripts and Appeals Procedure</u>	74
<u>Appendix 8: Procedure for Identifying Candidates in the Exam Room</u>	76
<u>Appendix 9: Emergency Evacuation Policy</u>	77
<u>Appendix 10: Archiving Policy</u>	79

Purpose of the policy

Cardinal Langley RC High School is committed to ensuring that the exams management and administration process is run effectively and efficiently. This exam policy will ensure that:

- ▶ all aspects of the centre's exam process are documented and other relevant exams-related policies, procedures and plans are signposted
- ▶ 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 in accordance with JCQ and awarding body regulations, guidance and instructions, thus ensuring that 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.

The policy will be available on the school's website and in the Policies and Procedures folder in the staff shared area.

Roles and responsibilities overview

Head of Centre

- ▶ Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
 - General regulations for approved centres* (GR)
 - Instructions for conducting examinations* (ICE)
 - Access Arrangements and Reasonable Adjustments* (AA)
 - Suspected Malpractice in Examinations and Assessments* (SMEA)
 - Instructions for conducting non-examination assessments* (NEA) (and the instructions for conducting controlled assessment and coursework)
- ▶ Ensures the centre has appropriate accommodation to support the size of the cohorts being taught
- ▶ Ensures the National Centre Number Register Annual Update (administered on behalf of the JCQ member awarding bodies by OCR) is responded to by the end of October confirming they are both aware of and adhering to the latest version of the JCQ regulations and instructions for conducting examinations and approves the Head of Centre formal declaration
- ▶ Ensures the exams officer (EO) attends appropriate training events offered by awarding bodies, MIS providers and other external providers to enable the exam process to be effectively managed and administered
- ▶ Ensures a named member of staff acts as the Special Educational Needs Co-ordinator (SENDCo)
- ▶ Ensures centre staff are supported and appropriately trained to undertake key tasks within the exams process
- ▶ Ensures centre staff undertake key tasks within the exams process and meet internal deadlines set by the EO

- ▶ Ensures “that a teacher who teaches the subject being examined, or a senior member of teaching staff who has had overall responsibility for the candidates’ preparation for the examination, is not an invigilator during the timetabled written examination or on-screen test...”
- ▶ Ensures security within the examination process is managed according to JCQ and awarding body regulations, guidance and instructions including
 - ▶ the location of the centre’s secure storage unit is in an area solely assigned to examinations
 - ▶ the relevant awarding body is immediately informed if the security of question papers or confidential supporting instructions is put at risk
 - ▶ that arrangements are in place to check that the correct question paper packets are opened by authorised members of centre staff
- ▶ Ensures risks to the exam process are assessed and appropriate risk management processes/contingency plans are in place (that allows the HoC to act immediately in the event of an emergency or staff absence)

Exam contingency plan (Appendix 1)

- ▶ Ensures required internal appeals procedures are in place

Internal appeals procedures (Appendix 2)

- ▶ Ensures a disability policy for exams showing the centre’s compliance with relevant legislation is in place

Disability policy (exams) (Appendix 3)

- ▶ Ensures a *complaints and appeals procedure* covering general complaints regarding the centre’s delivery or administration of a qualification is in place

Complaints and appeals procedure:

<https://www.clrchs.co.uk/wp-content/uploads/2018/11/Complaints-Policy-Procedure.pdf>

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

Child protection/safeguarding policy:

<https://www.clrchs.co.uk/wp-content/uploads/2019/02/Child-Protection-Safeguarding-Policy-Procedures-2018-19.pdf>
<https://www.clrchs.co.uk/wp-content/uploads/2018/11/Safer-Recruitment-DBS-Background-Checks-Policy-Statement-2018.pdf>

- ▶ Ensures the centre has a data protection policy in place

Data protection policy:

<https://www.clrchs.co.uk/wp-content/uploads/2018/11/Data-Protection-Policy.pdf>

- ▶ Ensures the centre has documented processes in place relating to access arrangements and reasonable adjustments
- ▶ Ensures staff are only entered for qualifications through the centre as a last resort where entry through another centre is not available
- ▶ Ensures the appropriate steps are taken where a candidate being entered for exams is related to a member of centre staff

Any conflict of interest will be declared to the relevant awarding body/bodies at the start of the academic year relevant to the candidate.

- ▶ Ensures members of centre staff do **not** forward e-mails and letters from awarding body or JCQ personnel without prior consent to third parties or upload such correspondence onto social media sites such as Facebook
- ▶ Ensures members of centre staff do **not** advise parents/candidates to contact awarding bodies/JCQ directly

Exams Officer

- ▶ Understands the contents of annually updated JCQ publications including:

General regulations for approved centres

Instructions for conducting examinations

Suspected Malpractice in Examinations and Assessments

Post-results services (PRS)

- ▶ Is familiar with the contents of annually updated information from awarding bodies on administrative procedures, key tasks, key dates and deadlines
- ▶ Ensures key tasks are undertaken and key dates and deadlines met
- ▶ Recruits, trains and deploys a team of internal/external invigilators; appoints lead invigilators, as required and keeps a record of the training provided to invigilators for the required period
- ▶ Ensures awarding bodies are notified before the associated entries are submitted, where a candidate is being taught and prepared for examinations and assessments by a relative or where a relative of exams office staff is being entered for examinations and assessments

Senior Leaders (SLT)

- ▶ 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 in Examinations and Assessments

Instructions for conducting non-examination assessments (and the instructions for conducting controlled assessment and coursework)

Special Educational Needs Co-ordinator (SENDCo)

- ▶ Is familiar with the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
Access Arrangements and Reasonable Adjustments
- ▶ Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- ▶ If not the qualified access arrangements assessor, works with the person appointed, on all matters relating to assessing candidates and the administration of the assessment process

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

Head of Department (HoD)

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

Teaching Staff

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

Invigilators

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

Reception Staff

- ▶ Support the EO in dealing with exam-related deliveries and dispatches with due regard to the security of confidential 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, SMEA and NEA (and the instructions for conducting controlled assessment and coursework)

Exams Officer

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

Information Gathering

Exams Officer

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

Head of Department

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

Access Arrangements

Head of Centre

- ▶ Ensures there is appropriate accommodation for candidates requiring access arrangements in the centre
- ▶ Ensures a written process is in place to not only check the qualification(s) of their assessor(s) but that the assessment process is administered correctly
- ▶ Ensures the SENDCo is fully supported in effectively implementing access arrangements and reasonable adjustments once approved

SENDCo

- ▶ Assesses candidates (or works with the appointed access arrangements assessor) to identify access arrangements requirements
- ▶ Gathers **evidence** to support the need for access arrangements for a candidate
- ▶ Liaises with teaching staff to gather evidence of **normal way of working** of an affected candidate
- ▶ Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- ▶ Gathers signed **data protection notices** from candidates where required
- ▶ Applies for **approval** through *Access arrangements online* (AAO), where required or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Keeps relevant paperwork and evidence on file for JCQ inspection purposes
- ▶ Employs good practice in relation to the Equality Act 2010
- ▶ Liaises with the EO regarding exam time arrangements for access arrangement candidates
- ▶ Ensures staff appointed to facilitate access arrangements for candidates are appropriately trained and understand the rules of the particular arrangement(s) and keeps a record of the training provided to facilitators for the required period
- ▶ Provides and annually reviews a centre policy on the **use of word processors** in exams and assessments

Word processor policy (Appendix 4)

- ▶ Ensures criteria for candidates granted **separate invigilation within the centre** is clear, meets JCQ regulations and best meets the needs of individual candidates and remaining candidates in main exam rooms

Separate invigilation within the centre:

Separate invigilation in the centre will reflect the candidate's normal way of working in mock examinations and internal tests.

Senior Leaders, Head of Department, Teaching Staff

- ▶ Support the SENDCo in identifying and implementing appropriate access arrangements
- ▶ Senior Leaders provide a statement for inspection purposes which details the criteria the centre uses to award and allocate word processors for examinations

Internal Assessment and Endorsements

Head of Centre

- ▶ Ensures an **internal appeals procedure** relating to internal assessment decisions is in place for a candidate (or parent/carer) to appeal against and request a review of the centre's marking (see Roles and responsibilities overview)
- ▶ Ensures a policy for the **management of controlled assessment** is in place for legacy GCSE qualifications still being delivered which include elements of controlled assessment

Controlled assessment policy (Appendix 5)

- ▶ Ensures a non-examination assessment policy is in place for new 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 policy (Appendix 6)

- ▶ Ensures irregularities are investigated and any cases of suspected malpractice reported to the awarding body, as required

Senior Leaders

- ▶ Ensure teaching staff have the necessary and appropriate knowledge, understanding, skills, and training to set tasks, conduct task taking, and to assess, mark and authenticate candidates' work
- ▶ Ensure appropriate internal moderation, standardisation and verification processes are in place

Head of Department

- ▶ Ensures teaching staff delivering legacy GCSE qualifications (which contain elements of controlled assessment) follow JCQ *Instructions for conducting controlled assessments* and the specification provided by the awarding body
- ▶ Ensures teaching staff delivering legacy GCE unitised AS and A-level qualifications and (which include elements of coursework) Entry Level or Project qualifications follow JCQ *Instructions for conducting coursework* and the specification provided by the awarding body
- ▶ Ensures teaching staff delivering new GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ *Instructions for conducting non-examination assessments* and the specification provided by the awarding body
- ▶ For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- ▶ Ensures teaching staff inform candidates of their centre assessed marks as a candidate may request a review of the centre's marking before marks are submitted to the awarding body

Teaching Staff

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

Exams Officer

- ▶ Identifies relevant key dates and administrative processes that need to be followed in relation to internal assessment
- ▶ Signposts teaching staff to relevant JCQ *information for candidates'* documents that are annually updated

Invigilation

Head of Centre

- ▶ Ensures relevant support is provided to the EO in recruiting, training and deploying a team of invigilators
- ▶ Ensures, if contracting supply staff to act as invigilators or to facilitate an access arrangement, that such persons are competent and fully trained, understanding what is and what is not permissible
- ▶ Determines if additional invigilators will be deployed in timed Art exams in addition to the subject teacher

Exams Officer

- ▶ Recruits additional invigilators where required to effectively cover all exam periods/series' throughout the academic year
- ▶ Collects information on new recruits to identify if they have invigilated previously and if any current maladministration/malpractice sanctions are applied to them
- ▶ Provides an annual training event for new invigilators and an update event for invigilators on the conduct of exams
- ▶ 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 made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Collects evaluation of training to inform future events

Entries: roles and responsibilities

Estimated Entries

Exams Officer

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

Estimated entries collection and submission procedure:

The EO will collect data with regards to qualifications being offered the next academic year towards the end of the previous school year. This will inform the estimated entries information, which will be submitted to the ABs via their secure websites within the respective deadline dates.

Head of Department

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

Final Entries

Exams Officer

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

Final entries collection and submission procedure:

The EO will request entry information a minimum of 4 weeks before the relevant entry deadline for the series. Entries will be sent in EDI files via A2C.

Head of Department

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

Entry Fees

The EO will ensure that all entries are submitted before every entry deadline to the ABs. Any late/amendment/re-sit fees will be charged to the relevant department. Any fees incurred by students wishing to re-sit a qualification will be paid by the student before the entry is made by the school, and before the deadline date for each exam series.

Late Entries

Exams Officer

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

Head of Department

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

Re-sit Entries

Re-sit entries will be submitted to the ABs in line with the relevant series' deadline dates and charged to the relevant department.

Transfer of Credit

Exams Officer

- ▶ Provides information to relevant centre staff/candidates on transferring credit for GCE AS qualifications
- ▶ Meets the awarding body deadline for requesting transfer of credit

Teaching Staff

- ▶ Identify affected candidates to the EO

Candidate Statements of Entry

Exams Officer

- ▶ Provides candidates with statements of entry for checking

Teaching Staff

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

Candidates

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

Pre-exams: roles and responsibilities

Access Arrangements

SENDCo

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

Exams Officer

- ▶ Issues individual exam timetable information to candidates
- ▶ 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 clashes
 - ▶ arriving late for an exam
 - ▶ absence or illness during exams
 - ▶ what equipment is/is not provided by the centre
 - ▶ food and drink in exam rooms
 - ▶ wrist watches in exam rooms
 - ▶ when and how results will be issued and the staff that will be available
 - ▶ the post-results services and how the centre deals with requests from candidates
 - ▶ when and how certificates will be issued

Enquiries about results, access to scripts and appeals procedure (Appendix 7)

Dispatch of exam scripts

Exams Officer

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

Estimated Grades

Head of Department

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

Exams Officer

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

Internal Assessment and Endorsements

Head of Centre

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

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

Head of Department

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

Exams Officer

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

Candidates

- ▶ Authenticate their work as required by the awarding body

Invigilation

Exams Officer

- ▶ Provides an invigilation handbook and/or trains/updates invigilator annually
- ▶ Deploys invigilators effectively to exam rooms throughout an exam series (including the provision of a roving invigilator to regularly enter and observe the rooms where a candidate and invigilator [acting as a practical assistant, reader or scribe] are accommodated on a 1:1 basis)
- ▶ Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) 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 Inspection Visit

Exams Officer or Senior Leader

- ▶ Will accompany the Inspector throughout the visit

Seating and Identifying Candidates in Exam Rooms

Exams Officer

- ▶ Ensures a procedure is in place to verify candidate identity including private candidates
 - ▶ **Verifying candidate identity procedure (Appendix 8)**
- ▶ Ensures invigilators are aware of the procedure
- ▶ Provides seating plans for exam rooms according to JCQ and awarding body requirements

Invigilators

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

Security of Exam Materials

Exams Officer

- ▶ Has a process in place to record confidential materials delivered to the centre and issued to authorised staff
- ▶ Has in place a recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential
- ▶ Receives, checks and securely stores question papers and other exam materials according to JCQ and awarding body requirements

Reception Staff

- ▶ Follow the process to record confidential materials delivered to the centre and issued to authorised staff

Teaching Staff

- ▶ Adhere to the recording system to track confidential materials taken from or returned to secure storage throughout the time the material is confidential

Timetabling and Rooming

Exams Officer

- ▶ Produces a master centre exam timetable for each exam series
- ▶ Identifies and resolves candidate exam clashes (only applying overnight supervision arrangements in rare and exceptional circumstances and as a last resort)
- ▶ Identifies exam rooms and specialist equipment requirements
- ▶ Allocates invigilators to exam rooms (or where supervising candidates due to a timetable variation) 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

Exams Officer

- ▶ Ensures question papers will only be taken to an alternative site where the published criteria for an alternative site arrangement has been met

- ▶ Will inform the JCQ Centre Inspection Service using the JCQ *Alternative Site* form of any alternative sites that will be used to conduct timetabled examination components of the qualifications listed in the JCQ regulations

Transferred Candidate Arrangements

Exams Officer

- ▶ Liaises with the host or entering centre, as required
- ▶ Processes requests to the awarding body deadline
- ▶ Where relevant (for an internal candidate) informs the candidate of the arrangements that have been made for their transferred candidate arrangements

Internal Exams

Exams Officer

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

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

Head of Centre

- ▶ Will ensure that there is adequate evidence (i.e. certificates, other documents) that the assessor employed to assess candidates for access arrangements is fully qualified to carry out the testing
- ▶ Will ensure that the SENDCo provides a member of the team to be present during all testing for access arrangements to make sure that the assessment process is administered correctly

SENDCo

- ▶ Will ensure a member of the team is present during all testing for access arrangements to make sure that the assessment process is administered correctly

Exams Officer

- ▶ Provides cover sheets for access arrangement candidates' scripts where required for particular arrangements
- ▶ Has a process in place to deal with emergency access arrangements as they arise at the time of exams

- ▶ applies for approval through AAO where required or through the awarding body where qualifications sit outside the scope of AAO

Candidate Absence

Candidate absence policy:

The EO will identify missing candidates at the start of each examination, unless contact has been made to school to inform the EO of candidates who will not be attending due to illness or other circumstances. The EO will then make contact with home to establish whether the candidate will be attending. If that is the case and the candidate arrives at school for the exam, as long as they have arrived within an hour of the official start time, they will, where permissible, be given the full time of the exam. Persistent absentees from examinations will be withdrawn from all subjects and their parent/carer will receive an invoice for the subject fees. The EO is responsible for this policy.

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

See *Irregularities* below.

Candidate Belongings

See *Unauthorised materials* below.

Candidate Late Arrival

Exams Officer

- ▶ Ensures that candidates who arrive very late for an exam are reported to the awarding body as soon as practically possible after the exam has taken place
- ▶ Warns candidates that their work 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:

The EO will be alerted by reception of candidates who arrive late for their examination. The EO will then collect the student and escort them to the exam venue. Where permissible they will be allowed the full time for their exam. They will be given instructions regarding their exam before they enter the exam venue, and the lead invigilator will then instruct them on their individual start and end time. Candidates who are persistently late for their examinations will be withdrawn from all subjects and their parent/carer will receive an invoice for the subject fees. The EO is responsible for this policy.

Conducting Exams

Head of Centre

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

Exams Officer

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

Dispatch of Exam Scripts

Exams Officer

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

Exam Papers and Materials

Exams Officer

- ▶ Organises exam question papers and associated confidential resources in date order in secure storage
- ▶ Attaches erratum notices received to relevant exam question paper packets
- ▶ Collates attendance registers and examiner details in date order
- ▶ Regularly checks mail or inbox for updates from awarding bodies
- ▶ In order to avoid potential breaches of security, ensures prior to question paper packets being opened that another member of staff or an invigilator checks the time, date and paper details
- ▶ 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 clash candidates have completed the exam

Exam Rooms

Head of Centre

- ▶ Ensures that prior to exams commencing, revision or coaching sessions for candidates will not be held in the designated exam room(s)
- ▶ Ensures only authorised centre staff are present in exam rooms
- ▶ Ensures information relating to food and drink that may be allowed in exam rooms is clearly communicated to candidates

Food and drink in exam rooms:

Candidates will be allowed to take a bottle of water with all labels removed into the exam venue. Any candidates requiring food for medical purposes will be allowed to take food into the exam venue, this must be free from packaging.

Exams Officer

- ▶ Ensures exam rooms are set up and conducted as required in the regulations
- ▶ Provides invigilators with appropriate resources to effectively conduct exams
- ▶ Briefs invigilators on exams to be conducted on a session by session basis (including the arrangements in place for any transferred candidates)
- ▶ Ensures sole invigilators have an appropriate means of summoning assistance
- ▶ Ensures invigilators understand how to deal with candidates who may need to leave the exam room temporarily
- ▶ Provides authorised exam materials which candidates are not expected to provide themselves
- ▶ Ensures invigilators and candidates are aware of the emergency evacuation 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

[See: Emergency evacuation policy \(Appendix 9\)](#)

Site Staff

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

Invigilators

- ▶ Conduct exams in every exam room as instructed in training/update events and briefing sessions

Candidates

- ▶ Are required to remain in the exam room for the full duration of the exam

Irregularities

Head of Centre

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

Managing behaviour:

Cardinal Langley RC High School has a Behaviour for Learning Policy that should be referred to.

Senior Leaders

- ▶ Ensure support is provided for the EO and invigilators when dealing with disruptive candidates in exam rooms

- ▶ Ensure that internal disciplinary procedures relating to candidate behaviour are instigated, when appropriate

Exams Officer

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

Invigilators

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

Malpractice

See *Irregularities* above.

Special Consideration

Exams Officer

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

Candidates

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

Unauthorised Materials

Arrangements for unauthorised materials taken into the exam room:

Candidates will be asked to hand in any unauthorised materials by the invigilation staff on entry to the exam venues. These materials will be stored at the front of the exam venue until the end of the exam. Personal belongings will either be left outside the exam venue in a holding place, or at the front/back of the exam room depending on the venue.

Invigilators

- ▶ Are informed of the arrangements through training

Internal Exams

Exams Officer

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

Invigilators

- ▶ Conduct internal exams as briefed by the EO

Results and post-results: roles and responsibilities

Internal Assessment

Head of Department

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

Managing Results Day(s)

Senior Leaders

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

Exams Officer

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

Results day programme:

Results will be issued on summer results days in the Village Square from 09:00am for years 11 & 13, and from 11:00am on the same days for other year groups. Parents/carers will be able to collect results on their child's behalf only if written consent can be provided on the day.

Site staff

- ▶ Ensure the centre is open and accessible to centre staff and candidates, as required

Accessing Results

Exams Officer

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

Post-results services

Head of Centre

- ▶ Ensures an **internal appeals procedure** is available where candidates disagree with any centre decision not to support a clerical check, a review of marking, a review of moderation or an appeal
- ▶ Understands that in the event of an awarding body initiating an *extended review of marking*, candidates' marks and subject grades may be lowered, confirmed or raised

Exams Officer

- ▶ Provides information to candidates and staff on the services provided by awarding bodies and the fees charged (see also above *Briefing candidates* and *Access to scripts, enquiries about results and appeals procedures*)
- ▶ Publishes internal deadlines for requesting the services to ensure the external deadlines can be effectively met
- ▶ Provides a process to record requests for services and collect candidate informed consent (**after** the publication of results) and fees where relevant
- ▶ Submits requests to awarding bodies to meet the external deadline
- ▶ Tracks requests to conclusion and informs candidates and relevant centre staff of outcomes
- ▶ Updates centre results information, 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

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

Certificates

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

Issue of certificates procedure

Certificates are issued to candidates at Presentation Evenings for year 11 & year 13. Students not attending will be contacted to advise that they are able to collect their certificates from school. Students can have their certificates posted to a home address, but school can not be held responsible if the certificates are lost in the post. Alternatively, students can send in written consent for another person to collect their certificates on their behalf.

Candidates

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

Retention of certificates policy

The EO will store unclaimed/uncollected certificates in the centre for a minimum of 3 years. After that the certificates will be confidentially destroyed. A record of all certificates that have been destroyed will be kept on file by the EO for 4 years.

Review: roles and responsibilities

Exams Officer

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

Senior Leaders

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

Retention of Records: Roles and Responsibilities

Exams officer

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

[Exams archiving policy \(Appendix 10\)](#)

Appendix 1: Examinations Contingency Plan - Cardinal Langley RC High School
[Back to List of Appendices](#)

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Timetabling			
Assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. start of academic year) for all subjects or lines of learning	Plan dates in consultation with school calendar – negotiate with other parties	TH
Too many assessments close together across subjects or lines of learning	Plan assessments so they are spaced over the duration of the course	Space assessments to at least allow candidates sometime between assessments	TH/HOD
During exams			
Fire or other emergency during the exam	Ensure invigilation staff and students are aware of the Emergency Evacuation Procedure	Ensure Emergency Evacuation Procedures are available in every exam room and posters are displayed outside	LB
School has to close		Check whether accommodation is available at Middleton Technology School/Hopwood Hall College, special consideration requests to awarding bodies	LB
Bad weather/transport problems	If bad weather has been predicted make sure check weather reports regularly, be prepared for possible delays to the start of the exam	Isolate students if necessary, arrange for invigilators to extend their time slots to cover delayed start, special consideration requests to awarding bodies	LB
Exam malpractice/cheating	Warning to candidate notices issued to students in exam handbook and also displayed prominently outside every exam room	Invigilator reports problem-SLT on call to deal with issue	SLT/LB
Late arrivals	Ensure students are issued with exam timetables in a timely fashion	Contact parents, ensure invigilators are aware of the regulations regarding late arrivals	LB
Disruption in the exam room	Warning to candidate notices issued to students in exam handbook and also displayed prominently outside every exam room. Arrange separate invigilation for potentially disruptive students	Invigilator reports problem-SLT on call to deal with issue	SLT/LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Accommodation			
Insufficient space in classrooms for candidates	Once group sizes are known at the start of the year, flag instances where regular classroom space may not be suitable to conduct nea	Use more than one classroom or multiple sittings where necessary	HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities	Have multiple sittings where necessary	HOD
Exam venues unavailable on exam days	Relocate in school where possible	Check whether accommodation is available at Middleton Technology School/Hopwood Hall College, special consideration requests to awarding bodies	LB
Failure of IT Systems			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	DMT/NN/D M/HOD
Teaching staff unable to access task details	Test secure access rights ahead of schedule every year and every session	Ensure teaching staff have access rights for correct area of awarding body secure extranet sites ahead of time	DMT/NN/D M/HOD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Report loss to awarding body for replacement; download again	DMT/NN/D M/HOD
MIS system not available at final entry deadline	Ensure entries are collated and ready to be sent a minimum of 5 working days before AB deadline dates	As soon as entries are ready they are to be submitted	LB
Absent candidates			
Students absent for all or part of assessment (various reasons)	Plan alternative session(s) for students	Plan dates in the calendar for “mop up” sessions	HOD
Students have a scheduling clash for exams or assessment	Always consider student timetables well ahead and decide on priorities in advance to scheduling clashes	Check before booking the date; provide an alternative date, where necessary and consult awarding body procedures for dealing with timetabling clashes	TH/LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
		N.B. retakes of controlled assessment are limited	
Student taken ill during an exam	If notified before the start of the exam arrange separate accommodation where possible	Special consideration request to awarding bodies	LB
Exams Officer absent for an extended period of time			
Annual data collection exercise not actioned	Where possible collect 2 year data information each year	HODs to have the request made for 2 year information each year	LB
Estimated entries not submitted to ABs	Ensure another member of centre staff is adequately trained to check data information recorded and how to record that information with ABs	Training to be given to that member of staff on an on-going basis	TH/LB
Entry deadlines imminent	Deadline dates for each series communicated to EO's line manager at the start of each academic year	Member of centre staff trained on submitting entries-training to be given to that member of staff on an on-going basis	TH/LB
Invigilators have not received training/update training on changes to the ICE book	EO at both Middleton Technology School & St. Cuthbert's RC High School prepared to carry out training	Contact either EO to carry out training	TH
Exam timetabling, rooming and invigilation planning not actioned	All rooms booked at the start of the academic year, invigilators made aware of each series start and end dates	Member of centre staff trained on planning the invigilation timetables-training to be given to that member of staff on an on-going basis	LB
Students not briefed on JCQ Information for Candidates	Student handbooks prepared as soon as the JCQ documents are received in the centre	Student handbooks containing JCQ information documents distributed at the start of each academic year	LB
Centre marks not submitted to ABs	Ensure each HOD has access to the AB secure websites	HOD to record centre marks on the AB secure website	LB
Invigilators			
Shortage of invigilators	Recruitment at the start of each academic year where needed	Recruitment to take place throughout the year if required to keep the team at the required number	LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Invigilator fails to attend exam	Establish contact with a reputable agency and have a dedicated contact	Contact the agency as early as possible on exam day	LB
SENDCo Absence			
SENDCo absent for an extended period of time	Assistant HOD aware of all procedures involved in exams	Assistant HOD to ensure all arrangements for exams are actioned	SL/KF
SENDCo absent for an extended period of time	Assistant HOD aware of all procedures involved in exams	Assistant HOD to ensure all arrangements for exams are actioned	SL/KF
Control levels for task taking			
Assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff/assessors know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD
Supervision			
Student study diary/plan (if required) not provided or completed	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOD
Teaching staff do not understand supervision of controlled assessment is their responsibility	Ensure teaching staff understand nature of controlled assessments and their role in supervision	Ensure teaching staff familiarise themselves with the school Controlled Assessment Policy	TH/HOD
Suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment where a teacher is not supervising, in line with the awarding body specification.	Ensure Exams Office are contacted to arrange external invigilation as necessary	HOD/LB
Teaching			
Centre has to close for an extended period		Liaise with local schools/external venues to check whether adequate alternative accommodation is available or request an extension with the awarding body where appropriate	SLT/LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Entries			
Incorrect entries made for either students or papers	Ensure entry checklists are checked and signed to confirm entries are correct	Contact awarding body for copy of paper if required, contact HOD and allow student to sit paper if necessary	LB/HOD
Non-receipt of exam papers/incorrect papers within the delivery/wrong papers sent	Ensure accurate checking upon delivery, check delivery against exam timetable to identify any missing/incorrect papers	Contact awarding body on receipt of papers to ensure correct papers are sent out	LB
HOD absent for an extended period of time	Deputy heads of departments aware of requirements regarding exams	Liaise with deputy head of department-training to be given by EO regarding entries and deadlines	LB
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff understand the task setting arrangements as defined in the awarding body specification	Seek guidance from the awarding body	HOD
Assessments have not been moderated as required in the awarding body specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff understand importance of task security	Request/obtain different assessment tasks	HOD/LB
Candidates' work not kept secure during or after assessment	Define appropriate level of security, in line with awarding body requirements, for each department as necessary	Take materials to secure storage, ensure staff are familiar with Controlled Assessment policy	HOD/LB
Insufficient or insecure storage space	Look at provision for suitable storage early in the course	Find alternative spaces	SLT/HOD
Completed exam papers not collected	Ensure collections are scheduled with Parcelforce in advance of each exam series	Contact Parcelforce to arrange collections	LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines/penalties for not meeting them	Mark what candidates have produced by deadline and seek guidance from awarding body on further action.	HOD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to awarding body ones) to complete marking/paperwork so the exams office can process and send off marks ahead of AB deadlines	Seek guidance from awarding body	HOD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign and attach to work when it is completed before handing in	Find candidate and ensure form is signed	HOD
Teaching staff fail to complete authentication forms or leave before completing authentication	Ensure teaching staff understand importance of authentication forms and the requirement of a signature	Return form to staff for signature. Ensure forms are signed as work is marked, not at end of season	HOD
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase.	Arrange for remarking. Consult awarding body specification for appropriate procedure	HOD/LB
Centre does not run standardisation activity as required by the awarding body	Plan against the requirements for standardisation for the awarding body when and how this activity will be conducted.	Check with the awarding body whether a later standardisation event can be arranged.	HOD/TH
Assessment evidence is unavailable for marking		Re-arrange the assessment that has been affected in a subsequent assessment window	HOD
Results & Post-Results Services			
Unable to access results		Liaise with local schools in order to access their facilities to download and print results	LB

Risks and issues	Remedial action		Staff
	Forward planning	Action	
Unable to distribute results		Liaise with local schools/external venues to use their accommodation if available-inform students of alternative venue via website and external signs at school	LB
EO not available to facilitate post-results services	EO line manager to be trained on the processes	EO line manager to facilitate post-results services-training to be given on an on-going basis	TH/LB

[Back to List of Appendices](#)

Key staff involved in internal appeals procedures

Role	Name(s)
Head of centre	Mr A Bridson
SLT members	Mrs T Hatton, Mrs A Williams
Exams officer	Mrs L Barton

1. Appeals against internal assessment decisions (centre assessed marks)

This procedure confirms Cardinal Langley RC High School's compliance with JCQ's *General Regulations for Approved Centres 2017-2018, section 5.8* that the centre has in place "a written internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are communicated, made widely available and accessible to all candidates" and that the centre "must inform candidates of their centre assessed marks as a candidate is allowed to request a review of the centre's marking before marks are submitted to the awarding body."

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

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

Cardinal Langley RC High School ensures that all centre staff follow a robust *Non-examination assessment policy* (for the management of GCE and GCSE non-examination assessments). This policy details all procedures relating to non-examination assessments for GCE, GCSE, Project qualifications (include any other qualifications delivered in your centre to which these procedures apply)], including the marking and quality assurance processes which relevant teaching staff are required to follow.

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

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

1. Cardinal Langley RC High School will ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. Cardinal Langley RC High School will inform candidates that they may request copies of materials (for example, a copy of their marked work, the relevant specification, the mark scheme and any other associated subject-specific documents) to assist them in considering whether to request a review of the centre's marking of the assessment.

3. Cardinal Langley RC High School will, having received a request for copies of materials, promptly make them available to the candidate.
4. Cardinal Langley RC High School will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. Cardinal Langley RC High School will provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests **must** be made in writing.
6. Cardinal Langley RC High School will allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
7. Cardinal Langley RC High School will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review.
8. Cardinal Langley RC High School will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Cardinal Langley RC High School will inform the candidate 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. A written record of the review will be kept and made available to the awarding body upon request.

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

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

Any candidate who wishes to appeal against the decision of the school not to request an enquiry about results:

- ▶ Contact the HOD as soon as possible (at least **10** working days before the published deadline for enquiry about results) to discuss the mark/grade.
- ▶ If the HOD does not agree to support the enquiry about results the student may appeal against the decision. Appeals should be submitted in writing at least **5** working days before the published deadline for EaRs, detailing the reason for the appeal. The appeal will be reviewed by the Examinations Officer and the relevant HOD. The outcome of the appeal will be communicated to the student within 24 hours of receipt. The decision is final.
- ▶ If the centre does not support the enquiry about results the student may still proceed but all fees involved will be paid by the candidate before the enquiry about results is submitted to the awarding body. Requests should be made to the Examinations Officer before the published deadline for enquiries about results. If the enquiry about results is successful the fee will be refunded to the candidate.

The Examinations Officer will forward the outcome of the enquiry about results to the student as soon as possible.

Key staff involved in the policy

Role	Name(s)
SENDCo	Mrs S Lord
SENDCo line manager (Senior Leader)	
Head of centre	Mr A Bridson
Assessor(s)	
Access arrangement facilitator(s)	Miss K Foster

Contents

Purpose of the policy	35
The Equality Act 2010 definition of disability	36
Identifying the need for access arrangements	36
Use of word processors	37
Requesting access arrangements	38
Implementing access arrangements and the conduct of exams	39
External assessments	39
Internal assessments	41
Internal exams	42
Facilitating access - examples	42

Purpose of the Policy

This document is provided as an exams-specific supplement to Cardinal Langley RC High School’s Equality, Diversity & Community Cohesion Policy which details how the centre

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

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

[Quote taken directly from section 5.4 of the current JCQ publication *General regulations for approved centres*]

This publication is further referred to in this policy as GR.

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

- ▶ identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as ‘access arrangements’)
- ▶ requesting access arrangements

- ▶ implementing access arrangements and the conduct of exams
- ▶ good practice in relation to the Equality Act 2010

The Equality Act 2010 Definition of Disability

A definition is provided on page 4 of the current 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.

Identifying the Need for Access Arrangements

Roles and Responsibilities

Head of Centre

- ▶ Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- ▶ Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
- ▶ Supports the SENDCo in determining the need for and implementing access arrangements
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
- ▶ Ensures the quality of the access arrangements process within the centre
- ▶ Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- ▶ Ensures a statement is provided which details the criteria the centre uses to award and allocate word processors for exams

Senior Leaders

- ▶ Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- ▶ Supports the SENDCo in determining the need for and implementing access arrangements
- ▶ Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements for candidates are clearly defined and documented
- ▶ Ensures the quality of the access arrangements process within the centre

Special Educational Needs Coordinator (SENDCo)

- ▶ Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- ▶ Ensures the quality of the access arrangements process within the centre
- ▶ Leads on the access arrangements process to facilitate access for candidates
- ▶ Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements
- ▶ If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process

- ▶ Ensures the qualified assessor(s) has access to the assessment objectives for the relevant specification(s) a candidate is undertaking
- ▶ Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- ▶ Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- ▶ Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- ▶ Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- ▶ Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate

Exams Officer

- ▶ Provides a policy on the use of word processors in exams and assessments
- ▶ Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis

Teaching Staff

- ▶ Inform the SENDCo of any support that might be needed by a candidate
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate

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

- ▶ Provide comments/observations to support the SENDCo in *painting a holistic picture of need* confirming *normal way of working* for a candidate
- ▶ Provide information to evidence the normal way of working of a candidate
- ▶ Provides appropriate evidence to confirm the need(s) of a candidate

Assessor of Candidates with Learning Difficulties

- ▶ Has detailed understanding of the current JCQ publication AA
- ▶ Ensures the assessment process is administered in accordance with the regulations
- ▶ Conducts appropriate assessments to identify the need(s) of a candidate
- ▶ Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Use of Word Processors (see Appendix 4)

Requesting Access Arrangements

Roles and responsibilities

Special educational needs coordinator (SENDCo)

- ▶ Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- ▶ Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8 (*Application for access arrangements – Profile of learning difficulties*), where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- ▶ Ensures where form 8 is required to be completed, the original form is signed by hand and dated as required **prior** to approval being sought and that the original form is provided for processing and inspection purposes
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre
- ▶ Confirms by ticking the '*Confirmation*' box prior to submitting the application for approval that the '*malpractice consequence statement*' has been read and accepted
- ▶ Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- ▶ Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ▶ Ensures that where approval is required that this is applied for by the awarding body deadline
- ▶ Maintains a file for each candidate that will include:
 - ▶ completed JCQ/awarding body application forms and evidence forms
 - ▶ appropriate evidence to support the need for the arrangement where required
 - ▶ appropriate evidence to support normal way of working within the centre
 - ▶ in addition, for those qualifications listed on page 2 of AA (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- ▶ Presents the files when requested by a JCQ Centre Inspector
- ▶ Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams Officer

- ▶ Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role
- ▶ Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- ▶ Ensures the names of all other assessors, who are assessing candidates studying qualifications as listed on page 2 of AA, are entered into AAO to confirm their status including any professionals working outside the centre

- ▶ Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- ▶ Liaises with the SENDCo to ensure arrangements are in place to either order a non-interactive electronic (PDF) question paper or to open question paper packets in the secure room within 90 minutes of the published starting time for the exam where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- ▶ Following the appropriate process (AAO for those qualifications listed on page 74 of AA; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing Access Arrangements and the Conduct of Exams

Roles and Responsibilities

External Assessments

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

Head of Centre

- ▶ Supports the SENDCo, the exams officer and other relevant centre staff in ensuring appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)

Special Educational Needs Coordinator (SENDCo)

- ▶ Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- ▶ Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- ▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- ▶ Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams
- ▶ Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- ▶ Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

- ▶ Ensures a record of the training given to those facilitating an access arrangement for a candidate under examination conditions is kept and retained on file until the deadline for enquiries about results has passed or until any appeal, malpractice or other results enquiry has been completed, whichever is later
- ▶ Ensures the facilitator is known by or introduced to the candidate prior to exams
- ▶ Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- ▶ Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

Exams Officer

- ▶ Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- ▶ Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- ▶ Ensures exam information (JCQ information for candidates' documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- ▶ Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- ▶ Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- ▶ Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- ▶ Ensures invigilators supervising access arrangement candidates are trained in their role and understand the invigilation arrangements required for access arrangement candidates as detailed in ICE 7 and 8
- ▶ Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- ▶ Liaises with the SENDCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Liaises with the SENDCo to ensure 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
- ▶ Liaises with the SENDCo regarding the facilitation and invigilation of access arrangement candidates
- ▶ Liaises with the SENDCo regarding rooming of access arrangement candidates
- ▶ Liaises with the SENDCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- ▶ Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- ▶ Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- ▶ Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)

- ▶ Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and either accesses a non-interactive electronic (PDF) question paper or opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- ▶ Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- ▶ Ensures that the facilitator only has access to the papers 60 minutes prior to the published start time of the exam
- ▶ Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
 - prints pre-populated cover sheets from AAO where this is required for those qualifications listed on page 2 of AA
- ▶ Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- ▶ Liaises with the SENDCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- ▶ Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other Relevant Centre Staff

- ▶ Support the SENDCo and the exams officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- ▶ Staff responsible for **IT or other specialist equipment** that may need to be provided or adapted for a candidate
- ▶ Estates/site staff responsible for **rooms and non-specialist equipment** (chairs, tables, clocks etc.) used for exams that may need to be adapted for a candidate
- ▶ Senior staff responsible for the centre's **emergency evacuation procedures** and the arrangements that may need to be in place for a candidate with a disability who may need assistance when an exam room is evacuated

Internal Assessments

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

Special Educational Needs Coordinator (SENDCo)

- ▶ Liaises with teaching staff to implement appropriate access arrangements for candidates
- ▶ Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- ▶ Ensures candidates are aware of the access arrangements that are in place for their assessments
- ▶ Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

- ▶ Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Exams Officer

- ▶ Ensures cover sheets are completed as required by facilitators
- ▶ Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Teaching Staff

- ▶ Support the SENDCo in implementing appropriate access arrangements for candidates
- ▶ Provide the SENDCo with assessment schedules to ensure arrangements are put in place when required
- ▶ Liaise with the SENDCo regarding assessment materials that may need to be modified for a candidate

Internal Exams

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

Special Educational Needs Coordinator (SENDCo)

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

Teaching Staff

- ▶ Support the SENDCo in implementing appropriate access arrangements for candidates
- ▶ Provide exam materials that may need to be modified for a candidate
- ▶ Provide the SENDCo with internal exam timetable to ensure arrangements are put in place when required

Facilitating Access - Examples

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

On a candidate by candidate basis, consideration is given to

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

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

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from	Alternative site for the conduct of examinations	<i>SENDCo gathers evidence to support the need for the candidate to take exams at home</i> <i>Pastoral head provides written statement for file to confirm the need</i>

Example of candidate need(s)	Arrangements explored	Centre actions
taking exams in the centre	Supervised rest breaks	<p><i>Approval confirmed by SENDCo; AAO approval for both arrangements not required</i></p> <p><i>Head of Year discussion with candidate to confirm the arrangements should be put in place</i></p> <p><i>EO submits appropriate 'Alternative site for the conduct of exams form'</i></p> <p><i>EO provides candidate with exam timetable and JCQ information for candidates</i></p> <p><i>Head of Year confirms with candidate the information is understood</i></p> <p><i>Head of Year agrees with candidate that prior to each exam will call to confirm fitness to take exam</i></p> <p><i>EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials</i></p> <p><i>Invigilator monitors candidate's condition for each exam and records any issues on incident log</i></p> <p><i>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</i></p> <p><i>Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition</i></p> <p><i>EO discusses with pastoral head if candidate is eligible for special consideration (candidate present but disadvantaged)</i></p> <p><i>EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</i></p> <p><i>Head of Year informs candidate that special consideration has been requested</i></p>
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	<p><i>Confirms candidate is disabled within the meaning of the Equality Act 2010</i></p> <p><i>Papers checked for those testing reading</i></p> <p><i>Computer reader/reader/examination reading pen sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded</i></p> <p><i>Original Form 8, signed by hand and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice</i></p>
Significant difficulty in concentrating	Prompter Separate invigilation within the centre	<p><i>Gathers evidence to support substantial and long term adverse impairment</i></p> <p><i>Confirms with candidate how and when they will be prompted</i></p> <p><i>Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)</i></p>

Example of candidate need(s)	Arrangements explored	Centre actions
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	<p><i>Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed</i></p> <p><i>Provides height adjustable desk in exam room</i></p> <p><i>Allocates exam room on ground floor near adapted bathroom facilities</i></p> <p><i>Spaces desks to allow wheelchair access</i></p> <p><i>Seats candidate near exam room door</i></p> <p><i>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</i></p> <p><i>Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment</i></p>
Broken wrist on writing arm	Separate invigilation within centre Scribe Word processor Extra time Special consideration	<p><i>EO applies for temporary access arrangements via AAO</i></p> <p><i>EO contacts SENDCo to request scribe if word processor not suitable</i></p> <p><i>Separate room sourced if one not already available</i></p> <p><i>Invigilator sourced if one not already available</i></p> <p><i>EO processes request(s) for special consideration where applicable</i></p> <p><i>Head of Year informs candidate that special consideration has been requested</i></p>

[Back to List of Appendices](#)

Key staff involved in awarding and allocating word processors for exams

Role	Name(s)
SENDCo	Mrs S Lord
Exams Officer	Mrs L Barton
SLT member(s)	
IT Manager	Mr D Thomas

Contents

Introduction	45
Purpose of the policy	45
Principles for using a word processor	45
The use of a word processor	46
Centre Specific Processes	47
Word processors and their programmes	47
Laptops and tablets	48
Accommodating word processors in examinations	48
The criteria Cardinal Langley RC High School uses to award and allocate word processors for examinations	49

Introduction

This policy on the use of word processors in examinations and assessments is reviewed and updated annually, on the publication of updated JCQ regulations and guidance contained in the publications [Access Arrangements and Reasonable Adjustments](#) and [Instructions for conducting examinations](#).

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2017-2018* and ICE to JCQ *Instructions for conducting examinations 2017-2018*.

Purpose of the Policy

This policy details how Cardinal Langley RC High School manages and administers the use of word processors (including laptops and tablets) in examinations and assessments.

Principles for Using a Word Processor

Cardinal Langley RC High School complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)

- ▶ Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties

- ▶ The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)

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

(AA 4.2.3)

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

(AA 4.2.4)

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

(AA 4.2.5)

- ▶ The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
 - ▶ in the classroom (where appropriate); or
 - ▶ working in small groups for reading and/or writing; or
 - ▶ literacy support lessons; or
 - ▶ literacy intervention strategies; and/or
 - ▶ in internal school tests/examinations
 - ▶ mock examinations

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

The Use of a Word Processor

Cardinal Langley RC High School complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)

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

(The above also extends to the use of electronic brailers and tablets)

(AA 5.8.2)

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

(AA 5.8.3)

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

(AA 5.8.4)

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

Centre Specific Processes

- ▶ Under normal circumstances candidates at Cardinal Langley RC High School will be considered for use of a word processor if it is their normal way of working when they reach year 10, due to issues that have been raised previously. They will not be allocated a word processor just because a candidate prefers to use one

Word Processors and their Programmes

Cardinal Langley RC High School complies with ICE 8.8 *Word processors* instructions by ensuring:

- ▶ word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- ▶ word processors have been cleared of any previously stored data, as must any portable storage medium used
- ▶ an unauthorised memory stick is not permitted for use by a candidate
- ▶ where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- ▶ word processors are in good working order at the time of the examination
- ▶ word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- ▶ where a candidate using a word processor is accommodated separately, a separate invigilator is used
- ▶ word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- ▶ documents are printed after the examination is over
- ▶ candidates are present to verify that the work printed is their own
- ▶ word processed scripts are inserted in/attached to any answer booklet which contains some of the answers (and according to instructions issued by the individual awarding body)
- ▶ word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- ▶ word processors are not used to perform skills which are being assessed
- ▶ word processors are not connected to an intranet or any other means of communication.

- ▶ candidates are not given access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc. when using a word processor
- ▶ graphic packages or computer aided design software is not included on a word processor unless permission has been given to use these
- ▶ predictive text software or an automatic spelling and grammar check is disabled unless the candidate has been permitted a scribe or is using voice recognition technology (the script must have a completed scribe cover sheet included), or the awarding body's specification permits the use of automatic spell checking
- ▶ voice recognition technology is not included on word processors unless the candidate has permission to use a scribe or relevant software
- ▶ word processors are not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

Laptops and Tablets

Cardinal Langley RC High School further complies with ICE 8.8 instructions by ensuring:

- ▶ tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- ▶ the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- ▶ candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- ▶ candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- ▶ candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- ▶ candidates are instructed to appropriately number each page
- ▶ candidates are instructed to use a minimum 12pt font and double spacing
- ▶ invigilators remind candidates to save their work at regular intervals
- ▶ where it is possible 'autosave' is set up on each laptop/tablet
- ▶ candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating Word Processors in Examinations

Candidates using word processors (including laptops or tablets) are internally accommodated in the following manner:

- ▶ unless requiring another access arrangement (reader, scribe etc.) candidates will be accommodated in the main exam hall

Invigilation arrangements relating to the use of word processors include the following:

- ▶ Candidates requiring separate invigilation using word processors will have separate invigilation in line with JCQ guidelines

The criteria Cardinal Langley RC High School uses to award and allocate word processors for examinations

The 'normal way of working' for exam candidates, as directed by the head of centre, is that candidates handwrite their exams. An exception to this is where a candidate may have an approved access arrangement in place, for example the use of a scribe/speech recognition technology.

Awarding word processors

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

Exceptions might include where a candidate has, for example:

- ▶ a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- ▶ a medical condition
- ▶ a physical disability
- ▶ a sensory impairment
- ▶ planning and organisational problems when writing by hand
- ▶ poor handwriting

There may be a need for candidates to use a word processor due to a temporary injury or impairment at the time of an examination.

Candidates will not be awarded a word processor just because they prefer to use one rather than handwriting, or because they use a laptop at home.

Allocating word processors

Appropriate exam-compliant word processors will be **allocated** by the IT department in liaison with the SENDCo and the Exams Officer. In exceptional circumstances where the number of appropriate word processors may be insufficient for the cohort of candidates approved to use them in an exam session, the cohort will be split into two groups. One group will sit the exam earlier than or later than the published start time. The security of the exam will be maintained at all times and candidates will be supervised in line with section 2.11 of ICE.

Statement produced by: **Mr A Bridson**

Statement date: 21 February 2018

[Back to List of Appendices](#)

A. INTRODUCTION

Controlled Assessment has been introduced to replace coursework in the majority of GCSE subjects from September 2009. Controlled Assessment has been designed to assess learners' skills which cannot be effectively measured by external exams. The nature of Controlled Assessment ensures that work submitted by students is their own.

There are differing control levels (low, medium and high) and weightings for Controlled Assessment depending on the GCSE subject. The majority of Controlled Assessments are internally assessed but there are some which are externally assessed.

Controlled Assessment has three stages, Task Setting, Task Taking and Task Marking.

Task Setting: This is either done by the awarding body (high control) or the centre (medium control).

Task Taking: This is how the learners carry out the task. The three levels of control are as follows:

Low Control-learners can work unsupervised outside of the classroom.

Medium Control-learners work under informal supervision.

High Control-learners carry out their task fully supervised.

Task Marking: This has either a high or medium control. If high the work is marked by the awarding body, and medium control is work assessed by the tutor and externally moderated by the awarding body.

The policy has been written in accordance with the Joint Council *Instructions for Conducting Controlled Assessments*:

<http://www.jcq.org.uk/Download/exams-office/controlled-assessments/instructions-for-conducting-controlled-assessments-2011-2012>

This policy and procedure will not discriminate either directly or indirectly against any individual on grounds of gender, race, ethnicity or national origin, sexual orientation, religion or belief, age, disability, socio- economic status or any other personal characteristic.

B. STAFF RESPONSIBILITIES-GCSE CONTROLLED ASSESSMENT

i) Senior Leadership Team

- Is accountable for the safe and secure conduct of controlled assessments. Responsible for ensuring that the assessments comply with Joint Council regulations and any awarding body specific guidelines.
- Is responsible at the start of the academic year for planning Controlled Assessment schedules with relevant Heads of Department. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4).
- Is required to map resource requirements for the academic year, including issues with regards to timing and issues arising from the need for particular facilities.
- Must ensure that relevant staff have access to a calendar of events.

ii) Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Must ensure that students take 40% of the overall assessment (either controlled and/or external) in the series in which certification is requested, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Must ensure that marking is standardised.

- Ensure that teachers understand their roles and responsibilities with regard to controlled assessment as per the *Joint Council Instructions for Conducting Controlled Assessments*.

iii) Teaching Staff

- Understand roles and responsibilities with regard to Controlled Assessment as per the *Joint Council Instructions for Conducting Controlled Assessments*.
- Understand and comply with individual awarding body instructions with regard to Controlled Assessment, including any subject specific instructions and any additional information on the awarding body website.
- Ensure that the correct unit codes for Controlled Assessment are supplied to the Exams Office.
- Ensure that all relevant materials/tasks are obtained in adequate time to prepare for the assessment, and that they are stored securely at all times.
- Are aware of the level of control required for each Controlled Assessment as instructed by the awarding body and ensure they are conducted at that level of control.
- Ensure that in the case of an assessment being carried out at a high control level, the students are not allowed access to e-mail, the internet, mobile phones or any other electronic devices.
- Ensure that each Controlled Assessment is logged, detailing the date and time, name of supervising tutor, list of students in attendance/absent and any incidents which may occur during the assessment.
- Mark any internally assessed units using the awarding body mark schemes, and submit those marks via the Exams Office ensuring a record is kept.
- Ensure that students' work is stored securely in between assessments (if applicable).
- Ensure that each student signs a declaration form to confirm the work is their own.
- Ensure that the Exams Office is made aware of each controlled assessment to enable them to put in place the relevant provision for any students requiring exam concessions.
- Inform the Exams Office of any cases of suspected malpractice.

iv) Exams Officer

- Ensure that students are entered for relevant units as identified by teaching staff before the deadline for final entries.
- Enter students for the relevant certification code as identified by teaching staff in the terminal exams series.
- Be responsible for the secure storage/distribution of any confidential materials received directly in the Exams Office.
- Download and distribute mark sheets to teaching staff, and be responsible for sending completed mark sheets to the relevant awarding body.
- Arrange alternative accommodation for any Controlled Assessments which cannot take place in the classroom.
- Ensure access arrangements have been applied for.
- Apply for Special Consideration if applicable.

v) Special Educational Needs Coordinator

- Ensure that all completed forms/diagnostic reports are forwarded to the Exams Office in a timely fashion.
- Work with teaching staff to ensure requirements for support staff are met.

vi) Learner Malpractice

The Head Teacher will:

- Report at the earliest opportunity any case of suspected/actual malpractice to the relevant awarding body.
- In the case of malpractice prior to the student signing the declaration form will investigate internally and record the outcome on the form supplied by the relevant awarding body.
- In the case of malpractice being identified after the student has signed the declaration form will inform the awarding body of all relevant details at the earliest opportunity.
- Will supervise all investigations resulting from an allegation of malpractice.
- Ensure that any member of staff who has been requested to investigate an allegation is impartial and not connected to the department involved, therefore avoiding any conflict of interest.
- Respond quickly to all requests for an investigation as this is in the best interests of the students, the staff and others involved.

vii) Teacher Malpractice

The Head Teacher will:

- Ensure that all cases of alleged malpractice are investigated and dealt with in accordance with the School's Staff disciplinary policy.
- Ensure that the awarding body is informed of all relevant details if applicable.

C. GOOD PRACTICE-GCSE CONTROLLED ASSESSMENT

- Ensure that before the start of any high control assessments that learners are instructed to turn off mobile phones and/or any other electronic devices and disable alarms.
- Ensure that all learners have read the *Joint Council Information for Candidates GCSE and Principal Learning: Controlled Assessments*.

[Back to List of Appendices](#)

Appendix 6: NON-EXAMINATION ASSESSMENT POLICY [Back to List of Appendices](#)

Contents

What does this policy affect?	54
Purpose of the policy	54
What are non-examination assessments?	54
Procedures for planning and managing non-examination assessments	
identifying staff roles and responsibilities	54
The basic principles	54
Task setting	55
Issuing of tasks	55
Task taking	56
Supervision	56
Advice and feedback	56
Resources	56
Word and time limits	57
Collaboration and group work	57
Authentication procedures	57
Presentation of work	57
Keeping materials secure	57
Task marking – externally assessed components	58
Conduct of externally assessed work	58
Submission of work	58
Task marking – internally assessed components	59
Marking and annotation	59
Internal standardisation	59
Submission of marks and work for moderation	59
Storage and retention of work after submission of marks	59
External moderation - feedback	60
Access arrangements	60
Special consideration	60
Malpractice	61
Enquiries about results	61
Practical Skills Endorsement for the A Level Sciences designed for use in England	62
Spoken Language Endorsement for GCSE English Language specifications	
designed for use in England	63
Management of issues and potential risks associated with non-examination assessments	64

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’.”

Purpose of the policy

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

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

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.”*

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

The basic principles

Head of Centre

- 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 the 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 in the NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the Exams Manager 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

Exams Manager

- 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
- 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 the [NEA](#) and informs the exams officer

Presentation of work

Subject Teacher

- Instructs candidates to present work as detailed in the [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 the [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 Department

- 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 EM 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

Exams Manager

- 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

Exams Manager

- 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

Submission of marks and work for moderation

Subject Teacher

- Inputs marks into SIMS assessment mark sheets according to the internal deadline set by the Exams Manager
- 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
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

Exams Manager

- Submits marks to the awarding body via the secure site, keeping a record of the marks submitted to the external 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

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.)

Exams Manager

- 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

Exams Manager

- 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 Exams Manager when special consideration may need to be applied for a candidate taking assessments

Exams Manager

- 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*

Exams Manager

- 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 Exams Manager with the original sample or relevant sample of candidates' work that may be required for an enquiry about results to the internal deadline
- Supports the exams officer in collecting candidate consent where required

Exams Manager

- 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

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

Head of Centre

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

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

Exams Manager

- 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 or Not Classified*) and the storage and submission of recordings

Exams Manager

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

NON-EXAMINATION ASSESSMENT – MANAGEMENT OF ISSUES & POTENTIAL RISKS

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
Task Setting			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	HoD
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	HoD
Subject teacher long term absence during the task setting stage or issuing of tasks	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle		HoD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	HoD with support from Network Manager
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	HoD with support from Exams Manager
Issuing of tasks			
The wrong task is given to candidates (ie – Task for legacy specification)	Ensure 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	HoD / Subject Teacher
Awarding body set task not issued to candidates on time	Dates are set on departmental timetable Awarding body key date for accessing set task as detailed in the specification noted prior to start of course	Awarding body guidance sought where this issue remains unresolved	

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
	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.		
Task taking			
Accommodation			
NEA schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	SLT / HoD
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct NEA	Use more than one classroom or multiple sittings where necessary	HoD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HoD
Supervision			
Teaching staff do not understand that the supervision of NEA is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments	HoDs briefed at the start of the year and item featured on first dept meeting.	HoD
A suitable supervisor has not been arranged for an assessment where teaching staff are not supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification	Exams Manager to schedule CAs and exams and ensure that they are appropriately staffed by invigilators.	Exams Manager
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 (chapter 9 Malpractice) are followed	An internal investigation and where appropriate internal disciplinary procedures are followed	HoD / Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Lists of pupils eligible for Access Arrangements are kept in the centre's shared area and updated by SENDCo, all staff are directed to look here regularly. SIMs is updated regularly by Exams Manager	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine the process to be followed to apply for special consideration for the candidate	SENDCo, Exams Manager, Teachers
Advice and feedback			
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	<p>Ensure 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.</p> <p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.</p>	<p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.</p> <p>Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component.</p> <p>Candidate confirms/records advice and feedback given prior to starting on their work.</p>	HoD / Subject Teacher
Candidate claims no advice and feedback given by subject teacher during the task-taking stage	<p>Ensure 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</p>	<p>Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity.</p> <p>Full records kept detailing all advice and feedback given to candidates during the task-taking stage as appropriate to the subject and component .</p> <p>Candidate confirms/records advice and feedback given during the task-taking stage.</p>	HoD / Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
A third party claims that assistance was given to candidates by the subject teacher over and above that allowed in the regulations and specification	Records as detailed above are documented to confirm all assistance given	An investigation is conducted; candidates and subject teacher are interviewed and statements recorded where relevant. Where appropriate, a suspected malpractice report is submitted to the awarding body.	Subject Teacher
Candidate does not reference information from published source	Candidates are advised at a general level to reference information before work is submitted for formal assessment. Candidates are 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	Subject Teacher
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	HoD / Subject Teacher
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOD to ensure all staff are trained on the correct procedures when conducting CA.
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.	HoD / Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
		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	Candidates are advised that detailed records of his/her own research, planning, resources etc. are to be 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.	Subject Teacher
Word and time limits			
A candidate is penalised by the awarding body for exceeding word or time limits	Records to be kept to 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	Subject Teacher
Collaboration and group work			
Candidates have worked in groups where the awarding body specification states this is not permitted	Records are kept to confirm the awarding body specification has been checked to determine if group work is permitted	Awarding body guidance sought where this issue remains unresolved	Subject Teacher
Authentication procedures			
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment	Records are kept to confirm that candidates have been issued with the		Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
	current JCQ document Information for candidates: non-examination assessments		
Candidate plagiarises other material	Records are kept to 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.	HoD / Subject Teacher
Candidate does not sign their authentication statement/declaration	Records are kept to 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
Subject teacher not available to sign authentication forms	Ensure 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	HOD to sign if teacher if subject teacher not available	HoD
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		Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
Keeping materials secure			
Candidates work between formal supervised sessions is not securely stored	Records are kept to confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments	Regular monitoring ensures subject teacher use of appropriate secure storage	HoD / Subject Teacher
Adequate secure storage not available to subject teacher		Alternative secure storage sourced where required	HoD
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.	HoD / Exams Manager
A candidate is absent on the day of the examiner visit for an unacceptable reason		The candidate is marked absent on the attendance register	Subject Teacher
Task marking – internally assessed components			
A candidate submits little or no work		Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body. 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.	Subject Teacher

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
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 (chapter 5), to determine eligibility and the process to be followed for shortfall in work	HoD / Subject Teacher
The work of a candidate is lost or damaged		Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work	HoD / Subject Teacher
Candidate malpractice is discovered		Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed. Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed Appropriate internal disciplinary procedures are also followed.	HoD / Exams Manager
After submission of marks, it is discovered that the wrong task was given to candidates	See task setting	Awarding body is contacted for guidance Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	HoD / Exams Manager
A candidate wishes to appeal the marks awarded for their work by their teacher	Candidates are informed of the marks they have been awarded for their work prior to	Through the centre's internal appeals procedures candidates are made aware of the timescale for	HoD / Exams Manager

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
	<p>the marks being submitted to the awarding body.</p> <p>Records confirm candidates have been informed of their marks.</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process.</p>	submitting an appeal prior to the submission of marks to the awarding body	
Deadline for submitting work for formal assessment not met by candidate	<p>Records confirm deadlines given and understood by candidates at the start of the course.</p> <p>Candidates confirm/record deadlines known and understood.</p>	<p>Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met.</p> <p>Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate.</p>	HoD / Subject Teacher
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking. Plan for sampling of marking during the practice phase	Arrange for re-marking. Consult the awarding body's specification for appropriate procedures	HoD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	HoD
Deadline for submitting marks and samples of candidates work are not met by subject teacher	<p>Internal/external deadlines are published at the start of each academic year.</p> <p>Reminders are issued through senior leaders/subject heads as deadlines approach.</p> <p>Records confirm deadlines known and understood by subject teachers.</p>	Where appropriate, internal disciplinary procedures are followed	HoD

	Possible remedial action		
Risks and Issues	Forward planning	Action	Staff
Errors are made in the administration of transferring marks.	NEA are completed early enough to allow for admin to be done without time pressure.	At least two people involved in collating and recording NEA grades.	HoDs
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)		HoD / Exams Manager

[Back to List of Appendices](#)

Appendix 7: ENQUIRIES ABOUT RESULTS, ACCESS TO SCRIPTS & APPEALS PROCEDURE

This procedure has been produced in accordance with the JCQ General Regulations (5.14)

Cardinal Langley RC High School is committed to ensuring all candidates have access to the full range of post-results services offered by the awarding bodies.

Enquiries about Results

- ▶ All requests for enquiries about results should firstly be directed to the HOD for the particular subject. Once agreed the request must be submitted to the Examinations Officer no later than the 20th September. The only exceptions are Priority 2 requests (only available if a GCE A-level candidate's place in higher education is dependent on the outcome), for which the deadline to submit the request is 6 days after the publication of GCE results.
- ▶ Any requests for enquiries about results that are not agreed by the HOD of the particular subject will not be processed until appropriate payment (fees vary between awarding bodies) has been agreed and received.
- ▶ Requests for enquiries about results will only be actioned on receipt by the Examinations Officer of a fully completed Candidate consent form signed by the candidate (or with the candidate's e-mail consent attached).
- ▶ If the outcome of a candidate's enquiry about results is a change of grade which negates the fee, the Examinations Officer will arrange for the appropriate fee to be reimbursed to the candidate if they have made payment.
- ▶ The school will inform the candidate as soon as possible about the outcome of an enquiry about results.

Access to Scripts

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

A candidate has a right to instruct their centre not to request their scripts.

- ▶ HODs or candidates may request scripts to support reviews of marking. Candidates must sign the Access to Scripts consent form, so their scripts can be accessed by the centre, and also indicate whether they would like the right to anonymity. Requests must be submitted to the Examinations Officer 6 days after the publication of GCE AS, A-level & GCSE results.
- ▶ HODs may request scripts to support teaching and learning. Candidates will be contacted for their written consent as above, and signed requests must be submitted to the Examinations Officer by the 27th September.
- ▶ Any requests made directly by a candidate (i.e. not requested by the HOD, will only be actioned on receipt by the Examinations Officer of appropriate payment (fees vary between awarding bodies).
- ▶ The school will forward the script/s requested directly by candidates as soon as possible on receipt.

Appeals

1. Any candidate who wishes to appeal against the decision of the school not to request an enquiry about results:

- ▶ Contact the HOD as soon as possible (at least **10** working days before the published deadline for enquiry about results) to discuss the mark/grade.
- ▶ If the HOD does not agree to support the enquiry about results the student may appeal against the decision. Appeals should be submitted in writing at least **5** working days before the published

deadline for EaRs, detailing the reason for the appeal. The appeal will be reviewed by the Examinations Officer and the relevant HOD. The outcome of the appeal will be communicated to the student within 24 hours of receipt. The decision is final.

- ▶ If the centre does not support the enquiry about results the student may still proceed but all fees involved will be paid by the candidate before the enquiry about results is submitted to the awarding body. Requests should be made to the Examinations Officer before the published deadline for enquiries about results. If the enquiry about results is successful the fee will be refunded to the candidate.

The Examinations Officer will forward the outcome of the enquiry about results to the student as soon as possible.

2. An appeal to an awarding body following the outcome of an enquiry about results:

This formal appeals procedure is for use in cases where the centre or candidate is dissatisfied with examination results following the outcome of the enquiry about results process. Appeals should focus on whether the awarding body:

- a. has used procedures that were consistent with regulatory requirements;
- b. has applied its procedures properly and fairly in arriving at judgements;
- c. for AS, A-level and Project qualifications, has not properly applied the mark scheme. To ensure there is no doubt, the Head of Centre must indicate precisely where this has been the case.

Appeals can only be accepted by awarding bodies by the Head of Centre on behalf of a candidate, therefore the decision whether to appeal is subject to the outcome of the original appeal to the centre against the school deciding not to request an enquiry about results. The Head of Centre will only proceed with an appeal if the centre supported the candidate's original appeal.

[Back to List of Appendices](#)

Appendix 8: PROCEDURE FOR IDENTIFYING CANDIDATES IN THE EXAM ROOM

- Where the head of centre has allowed a senior member of staff, such as an Assistant Headteacher, to be present in the examination room, he/she can identify the candidates as they enter the exam room.
- Alternatively, a folder containing candidate photographs and names will be available in each exam room allowing invigilators to identify candidates at the beginning of the examination. Appropriate arrangements must be in place to allow invigilators to carry out adequate checks on the identity of all candidates.
- Sixth Form candidates will place their student ID badges on the desk before the start of the exam.
- In cases where it is impossible to identify candidates due to the wearing of religious clothing, such as a veil, the candidate should be taken to a private room by a female member of staff and politely asked to remove the veil for identification purposes. Once identification has been established the veil should be replaced and the candidate should proceed to the exam.

[Back to List of Appendices](#)

Appendix 9: EMERGENCY EVACUATION POLICY

[Back to List of Appendices](#)

Key staff involved in the emergency evacuation policy/procedure

Role	Name(s)
Head of centre	Mr A Bridson
Exams officer	Mrs L Barton
SLT member(s)	Mrs T Hatton
SENDCo	Mrs S Lord

Purpose of the policy

This policy details how Cardinal Langley RC High School deals with an emergency evacuation of the exam room(s) by defining staff roles and responsibilities and confirming the emergency evacuation procedure.

When is an emergency evacuation required?

An emergency evacuation is required where it is unsafe for candidates to remain in the exam room. This might include a fire in the exam room, the fire alarm sounding to warn of fire, bomb alert or other serious threat.

In exceptional situations, where candidates might be severely disadvantaged or distressed by remaining in the exam room, the emergency evacuation procedure may also need to be followed. This might include situations where there is severe disruption in the exam room, serious illness of a candidate or invigilator or similarly serious incidents.

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre

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

Senior leader

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

Special educational needs coordinator (SENDCo)

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

Exams Officer

- ▶ Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded
- ▶ Ensures candidates are briefed prior to exams taking place, on what will happen in the event of an emergency in the exam room. This will be included in the handbook issued to students at the start of every academic year
- ▶ Provides invigilators with a copy of the emergency evacuation procedures for every exam room

- ▶ Provides a standard invigilator announcement for each exam which includes appropriate information for candidates regarding what will happen if the fire alarm sounds
- ▶ Provides an exam room incident log in each exam room
- ▶ Liaises with the SENDCo and other relevant staff prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- ▶ Briefs invigilators prior to each exam where different procedures or assistance may need to be provided for a disabled candidate
- ▶ Ensures appropriate follow-up is undertaken after an emergency evacuation reporting the incident to the awarding body and the actions taken through the special consideration process

Invigilators

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

Other Relevant Centre Staff

- Support the senior leader, SENDCo, exams officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

Invigilators are trained in this procedure and understand the actions they must take in the event of a fire alarm or other emergency that leads to an evacuation of the exam room.

Actions to be taken
Stop the candidates from writing
Collect the attendance register (in order to ensure all candidates are present)
Evacuate the examination room in line with the instructions given by the appropriate authority
Advise candidates to leave all question papers and scripts in the examination room
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Candidates should be escorted to the assembly point, on the playground. In the event that numbers are small enough and there is an alternative assembly point closer than the playground, the candidates should be escorted there
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body
Where necessary the exams officer will make a request for special consideration to the awarding body

Appendix 10: ARCHIVING POLICY

[Back to List of Appendices](#)

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Access arrangements information	Any hard copy information kept by the EO relating to an access arrangement candidate.	To be returned to SENDCo as records owner at end of the candidate's final exam series.	Confidential destruction
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Awarding body administrative information	Any hard copy publications provided by awarding bodies.	To be retained until the current academic year update is provided.	
Candidates' work	Non-examination assessment work (including controlled assessment, coursework, portfolios) returned to the centre after awarding body moderation.	To be immediately returned to subject staff as records owner. To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series.	Returned to candidates or safe disposal
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.	Confidential destruction
Certificate destruction information	A record of unclaimed certificates that have been destroyed.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction
Certificate issue information	A record of certificates that have been issued to candidates.	To be retained for 4 years from the date of certificate destruction.	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff.	To be retained for the relevant academic year.	Disposal
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential.	To be retained for the relevant academic year.	Disposal
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards & Testing Agency) yellow label service</u>	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal
Entry information	Any hard copy information relating to candidates' entries.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam question papers	Question papers for timetabled written exams.	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam. Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of.	Confidential destruction
Examiner reports		To be immediately provided to head of department as records owner.	
Finance information	Copy invoices for exams-related fees.	To be returned to Finance department as records owner at the end of the academic year.	
JCQ publications	Any hard copy publications provided by JCQ.	To be retained until the current academic year update is provided.	
Moderator reports		To be immediately provided to head of department as records owner.	
Overnight supervision information	Copy of JCQ form <i>Timetable variation and confidentiality declaration for overnight supervision</i> for any candidate eligible for these arrangements.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential destruction
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal. ATS consent to be retained for at least six months from the date consent given.	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained with the EAR consent for at least six months following the outcome of the enquiry or any subsequent appeal. To be retained with the ATS consent for at least six months from the date consent given.	Confidential destruction
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts.	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required.	Confidential destruction
Proof of postage – candidate work	Proof of postage of sample of candidates' work to awarding body moderators.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Disposal
Resolving clashes information	Any hard copy information relating to the resolution of a candidate's clash of exam papers or a timetable variation.	To be retained until the date of the exam clash or timetable variation has passed.	Confidential destruction
Results information	Broadsheets of results summarising candidate final grades by subject by exam series.	Records for current year plus previous 6 years to be retained as a minimum.	Confidential destruction
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken.	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later.	Confidential destruction
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate.	Evidence supporting an on-line special consideration application and	Confidential destruction

Record type	Record(s) description (where required)	Retention information/period	Action at end of retention period (method of disposal)
		evidence supporting a candidate's absence from an exam must be kept until after the publication of results.	
Suspected malpractice reports/outcomes	Any hard copy information relating to a suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body.	Evidence supporting a malpractice investigation/report must be kept until after the publication of results.	Confidential destruction
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate.	To be retained until the issue of the GCE A level result for the candidate.	Confidential destruction
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate arrangement submitted to an awarding body for a candidate.	To be retained until the transfer arrangements are confirmed by the awarding body.	Confidential destruction
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body.	To be retained for JCQ inspection purposes for the relevant exam series.	Confidential destruction

[Back to List of Appendices](#)