

**COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS**

**50. POLICY ON EXAMINATIONS**

<b>COMMITTEE</b>	Curriculum & Student Matters
<b>SLT RESPONSIBLE</b>	Suzanne Parrott Vice Principal (Curriculum & Data)
<b>REVIEW</b>	Annually or following changes to Statutory Guidance
<b>POLICY REVIEWED</b>	October 2021 (Amended April 2021)
<b>REVIEW DUE</b>	October 2021
<b>APPROVED BY THE GOVERNING BODY</b>	18 November 2020

## Contents

1. Examination Responsibilities	3
2. The Statutory Tests and Qualifications Offered	8
3. Examinations Seasons and Timetables	8
4. Entries, Entry Details, Late Entries and Re-sits	9
5. Examination Fees	9
6. The Equality Act 2010, Special Needs and Access Arrangements, Transferred Candidates	10
7. Managing Invigilators and Examination Days	11
8. Malpractice	11
9. Candidates, Private Candidates, Clash Candidates, candidates arriving late for an examination and Special Consideration	11
10. Contingency Planning and Escalation Process	12
11. Non-examination assessments and appeals against internal assessments	12
12. Results, Enquires about Results (EAR) and Access to Scripts (ATS)	13
13. Complaints procedure	14
14. Certificates	14
15. Examinations review: roles and responsibilities	14
Appendix A – Special Consideration Policy	15
Appendix B – Policy on Enquiry about Results	17
Appendix C – Access Arrangements Policy	18
Appendix D - Use of Word Processor Statement in Examinations & Non-Examination Assessments	21
Appendix E – Policy on Equality Act 2010	23
Appendix F – Non-examination Assessment Policy	24
Appendix G – Review of marking - centre assessed marks (GCE and GCSE non-examination assessments and Project qualifications)	32
Appendix H - Appeals against the centre's decision not to support a clerical check, a review of marking, a review of moderation or an appeal	33
Appendix I - Examinations Contingency Plan	35
Appendix J – Emergency Evacuation Policy	38
Appendix K – Lockdown Policy for examinations	40
Appendix L – Overnight Supervision Procedure	42
Annex A - Public health arrangements for autumn examinations 2020	43
Annex B – Arrangements for teacher assessed grades for summer series 2021	45

## Purpose of the policy

The centre is committed to ensuring that the examinations management and administration process is run effectively and efficiently and in compliance with the published JCQ regulations and awarding body requirements.

The purpose of this examination policy is:

- To ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates.
- To ensure the operation of an efficient examination system with clear guidelines for all relevant staff.
- To ensure that all examinations and assessments are conducted in accordance with JCQ and awarding body regulations, guidance and instructions, thus maintaining the integrity and security of the examinations/assessments at all times
- To ensure that all aspects of the centre's examination process is documented, supporting the examinations contingency plan, and other relevant examinations-related policies, procedures and plans are signposted to
- To ensure that examination candidates understand the examinations process and what is expected of them
- To identify roles and responsibilities of centre staff within this cycle.

## The examination cycle

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

- planning
- entries
- pre-examinations
- examination time
- results and post-results

It is the responsibility of everyone involved in the centre's examination processes to read, understand and implement this policy. This policy will be communicated to all relevant centre staff and is available on the school's website, [www.cchsg.com](http://www.cchsg.com).

## 1. Examination Responsibilities

### Head of centre

The Executive Principal has overall responsibility for the school as an examinations centre

- Understands the contents, refers to and directs 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 (NEA) (and the instructions for conducting coursework)
  - A guide to the special consideration process

### Examinations 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
- 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

- Ensures key tasks are undertaken and key dates and deadlines met including ensuring the National Centre Number Register annual update is returned by the end of October each year. Shares an annual examinations plan to ensure all external deadlines can be effectively met.
- Advises the Senior Leadership Team, subject and class teachers and other relevant support staff on JCQ publications and awarding body documentation relating to the examinations process that has been updated.
- Provides and confirms detailed data on estimated entries.
- Produces a master centre examination timetable for each examination series. Identifies and resolves candidate examination timetable clashes according to the regulations (only applying overnight supervision arrangements as a last resort, once all other options have been exhausted).
- Maintains systems and processes to support the timely entry of candidates for their examinations. Confirms with HoDs final entry information that has been submitted to awarding bodies. Late or other penalty fees to be charged to departmental budgets
- Supports the SENCo in applying for access arrangements and makes applications for special consideration using the JCQ *Access arrangements and special considerations regulations* and *Guidance relating to candidates who are eligible for adjustments in examinations*.
- Has a process in place to deal with emergency access arrangements as they arise at the time of examinations
- Provides written Centre examination information to candidates in advance of each examination series. Issues relevant JCQ information for candidate's documents. A formal briefing session for candidates will be given at least four weeks prior to the start of the examination series. Information to candidates will include information on:
  - examination timetable clashes
  - arriving late for an examination
  - absence or illness during examinations
  - what equipment is/is not provided by the centre
  - food and drink in examination rooms
  - wrist watches in examination 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
  - calculator guidelines
  - Special Consideration
- Provides candidates with Statements of Entry and examination timetables for checking. Informs candidates of the contingency day.
- Produces a Centre examination timetable, identifies examination rooms and allocates invigilators.
- Provides seating plans for examination rooms according to JCQ and awarding body regulations (and ensures candidates with access arrangements are identified on the seating plan)
- Provides training for new invigilators on the instructions for conducting examinations and an annual update for the existing invigilation team so that they are aware of any changes in a new academic year before they are allocated to invigilate an examination. Keeps a record of the content of training provided to invigilators
- Deploys invigilators effectively to examination rooms throughout an examination series. Invigilators will be deployed in timed Art examinations in addition to the subject teacher to ensure the supervision of candidates is maintained at all times
- Briefs invigilators on examinations to be conducted on a session by session basis (including the arrangements in place for any transferred candidates and access arrangement candidates)
- Ensures invigilators and candidates are aware of the emergency evacuation procedure
- Processes appropriate requests for special consideration to awarding bodies Special consideration policy – Appendix A
- Ensures examination rooms are set up and conducted as required in the regulations
- Ensures a procedure is in place to verify candidate identity including private candidates
- The Examinations Officer is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *suspected malpractice in examinations and assessments*.
- Receives, checks and stores securely all examination papers and completed scripts according to JCQ and awarding body requirements. Has in place a recording system to track confidential

materials taken to, from or returned to secure storage throughout the time the material is confidential

- Ensures the secure storage facility contains only current and live confidential material
- 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 day, date, time, subject, unit/component and tier of entry if appropriate, immediately before a question paper packet is opened
- Where allowed by the awarding body, only releases examination papers and materials to teaching departments for teaching and learning purposes after the published finishing time of the examination, or until any timetable clash candidates have completed the examination
- Briefs other relevant centre staff where they may be involved in the receipt and dispatch of confidential examination materials on the requirements for maintaining the integrity and confidentiality of the examination materials
- Identifies and confirms arrangements for the dispatch of candidate examination scripts in as instructed by JCQ and Awarding Bodies with the DfE 'yellow label service' or the Awarding Body where qualifications sit outside the scope of the service and record is kept to track what has been sent
- Ensure timely submission of candidates' non-examination assessment (NEA) marks by Heads of Department, tracks despatch of coursework and any other material required by the appropriate awarding bodies correctly and on schedule. Key dates identified from the CCHSG Assessment calendar.
- Logs moderated samples returned to the centre and ensures teaching staff are aware of the requirements in terms of retention and subsequent disposal of candidates' work
- Arranges for dissemination of examination results and certificates to candidates and processes Enquiries about Results (EAR) and Access to Scripts (ATS). Appendix B Policy on Enquiry about Results. Centre's results database is updated.
- Keeps records as required by JCQ and awarding bodies for the required period.
- Annually updates the CCHSG Examination Office Procedures document.
- Identifies the key policies/statements to be updated in line with the JCQ requirements and liaises with the Line Manager for Examinations to ensure they are available at the start of the Examination Season.
- As the centre administrator, approves relevant access rights for centre staff to access awarding body secure extranet sites
- Provides an examinations archiving policy that identifies information held, retention period and method of disposal
- Supports the head of centre in ensuring that awarding bodies are informed of any Conflict of Interest declared by members of centre staff and in maintaining records that confirm the measures taken/protocols in place to mitigate any potential risk to the integrity of the qualifications affected before the published deadline for entries

### **Line Manager for Examinations**

- Is familiar with the contents of annually updated JCQ publications including:
  - General Regulations for Approved Centres
  - Instructions for Conducting Examinations
  - Access Arrangements and Reasonable Adjustments
  - Suspected Malpractice in Examinations and Assessments
  - Instructions for conducting non-examination assessments (and the instructions for conducting coursework)
  - A guide to the special consideration process

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

- Leads on the access arrangements and reasonable adjustments process (referred to in this policy as 'access arrangements')
- applies for approval through Access Arrangements Online (AAO) where required or through the awarding body where qualifications sit outside the scope of AAO
- Updates and implements the Access Arrangements Policy – Appendix C
- Understands the contents, refers to and directs relevant centre staff to annually updated JCQ publications including:
  - Access Arrangements and Reasonable Adjustments

- Identification and testing of candidates' requirements for access arrangements. Gathers evidence to support the need for access arrangements for a candidate
- Works with the access arrangements assessor on all matters relating to assessing candidates and ensures the correct procedures are followed
- Presents when requested by a JCQ Centre Inspector, hard copy evidence of the assessor's qualification
- Liaises with teaching staff to gather evidence of normal way of working of an affected candidate which includes when undertaking internal assessments and practical endorsements
- Determines candidate eligibility for arrangements or adjustments that are centre-delegated
- Applies for approval through Access arrangements online (AAO) via the Centre Admin Portal (CAP), where required or through the awarding body where qualifications sit outside the scope of AAO
- Keeps a file for each candidate for JCQ inspection purposes containing all the required documentation which includes updating/writing Centre policies and statements which relate to access arrangements.
- Liaises with other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to examinations. Employs good practice in relation to the Equality Act 2010.
- Liaises with the Examinations Officer regarding examination time arrangements for access arrangement candidates.
- Annually reviews a centre policy on the use of word processors in examinations and assessments – Appendix D
- Liaises with the Examinations Officer regarding rooming of access arrangement candidates

### **Head of Department (HoD)**

- Ensures teaching staff keep themselves updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Examinations Officer. Checks final entry submission information provided by the Examinations Officer and confirms the information is correct.
- Ensures teaching staff delivering Project qualifications follow JCQ Instructions for conducting coursework and the specification provided by the awarding body
- Ensures teaching staff delivering GCE & GCSE specifications (which include components of non-examination assessment) follow JCQ Instructions for conducting non-examination assessments and the specification provided by the awarding body
- For other qualifications, ensures teaching staff follow appropriate instructions issued by the awarding body
- Accurate completion of non-examination assessment mark sheets and declaration sheets.
- Ensures teaching staff keep candidates' work for NEA, whether part of the moderation sample or not, secure and for the required period stated by JCQ and awarding bodies
- Ensures teaching staff provide required samples of work for moderation and sample recordings for monitoring to the Examinations Officer to the internal deadline
- Ensures work is returned to candidates or disposed of according to the requirements
- Involvement in post-results procedures where necessary.
- Understands that if the centre has concerns about one of its component/subject cohorts, then requests for reviews of marking should be submitted for all candidates believed to be affected (candidate consent is required as marks and subject grades may be lowered, confirmed or raised)

### **Teaching staff**

- Keep updated with awarding body subject and teacher-specific information to confirm effective delivery of qualifications
- Attend relevant awarding body training and update events
- To raise any concerns regarding access arrangements with the SENCo as soon as possible after the start of the course.
- Ensure appropriate instructions for conducting internal assessment are followed
- Support the SENCo in implementing appropriate access arrangements for candidates undertaking internal assessments and practical endorsements

- Assess and authenticate candidates' work

### **Invigilators**

- Assisting the Examinations Officer in the efficient running of the examinations according to the JCQ regulations.
- 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
- Collection of examination papers and other material from the examinations office/main examination hall before the start of the examination.
- Record any incidents or irregularities on the examination room incident log (for example, late/very late arrival, candidate or centre staff suspected malpractice, candidate illness, disruption or disturbance in the examination room, emergency evacuation)
- Collection of all examination papers in the correct order at the end of the examination and their return to the Examinations Officer.
- Are informed of the policy/process for dealing with absent candidates through training and ensure that confirmed absent candidates are clearly marked as such on the attendance register and seating plan

### **Year Leader**

- Verify candidate identity including private candidates.

Identification of private candidates will be achieved through a verification process which involves photo-ID

Where it is impossible to identify a candidate due to the wearing of religious clothing, such as a veil, the candidate should be approached by a member of staff of the same gender and taken to a private room where they should be politely asked to remove the religious clothing for identification purposes. Centres must inform candidates in advance of this procedure and well before their first examination. Once identification has been established, the candidate should replace, for example, their veil and proceed as normal to sit the examination.

- Identify any absent students and notify the Attendance Officer. .

### **Attendance Officer**

- The Attendance Officer will attempt to contact any candidate who is not present at the start of an examination and follow the procedure in accordance with JCQ guidelines.

### **Reception staff**

- Assistance with Silence Notices, ensuring the students adhere to notices displayed.
- Support the Examinations Officer in the receipt and dispatch of confidential examination materials and follow the requirements for maintaining the integrity and confidentiality of the examination materials

### **Site staff**

- Support the Examinations Officer in relevant matters relating to examination rooms and resources
- Liaise with the Examinations Officer to ensure examination rooms are set up according to JCQ and awarding body requirements
- Ensure grounds or centre maintenance work does not disturb examination candidates in examination rooms
- Ensure fire alarm testing does not take place during examination sessions
- Follow the process to log confidential materials delivered to/received by the centre to the point materials are issued to authorised staff for transferal to the secure storage facility

### **Candidates**

- Confirm entry information is correct or notifies the Examinations Officer of any discrepancies.
- Understanding non-examined assessment regulations and signing a declaration that authenticates the coursework as their own.
- Authenticate their work as required by the awarding body
- Are required to follow the instructions given to them in examination rooms by authorised centre staff and invigilators

- Are required to remain in the examination room for the full duration of the examination
- Only water in a clear, colourless, plain, plastic bottle can be taken into the examination room. A small quantity of energy/sugar sweets without wrappers, in a clear plastic bag may be taken into the examination room.
- Provides appropriate evidence to support an application for Special Consideration within five days of the examination being taken, where required.
- Are re-charged relevant entry fees for unauthorised absence from examinations
- Meet internal deadlines to request EAR services.

## **2. The Statutory Tests and Qualifications Offered**

The statutory tests and qualifications offered at this centre are decided by the Head of Centre. are the L2 Project, FSMQ, GCSE, A levels and EPQ.

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year.

If there has been a change of specifications from the previous year, the examinations office must be informed by the beginning of the Autumn Term.

### **At Key Stages 4 and 5**

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

Decisions on whether candidates should not take an individual subject will be taken in consultation with the Subject Teachers, Heads of Department, Heads of Year, Vice Principal (Curriculum & Data), Associate Principal and Executive Principal.

## **3.Examination Seasons and Timetables**

### **3.1 Examination Seasons**

Internal examinations are scheduled in Autumn Term for Year 11. Spring Term for Years 9, 10 and 13 and Summer Term for Years 7, 8. and 12.

#### **Examinations officer**

- Collects information on internal examinations to enable preparation for and conduct of Years 10-13 internal examinations under external conditions
- Provides seating plans and arranges invigilation for examination rooms for Years 10-13
- Requests Years 10-13 internal examination papers from teaching staff

#### **Year Leader**

- Provides an internal examination timetable of subjects and rooms for Years 7-13.

#### **SENCo**

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

#### **Heads of Department**

- Provide examination papers and materials to the Examinations Officer

#### **Teaching staff**

- Support the SENCo in making appropriate arrangements for access arrangement candidates



## **3.2 Timetables**

The Examinations Officer will circulate the examination timetables for the external examinations once these are confirmed. The Year Leader will circulate the examination timetables for the internal examinations.

## **4. Entries, Entry Details, Late Entries and Re-sits**

### **4.1 Entries**

Candidates are selected for their examination entries by the Head of Department (this includes timing of the entry).

In exceptional circumstances the parent of the candidate may request a subject entry, change of level or withdrawal but the final decision will be made by the Executive Principal or Associate Principal.

The centre does accept entries from External Candidates (past students) and the fee for these entries will be determined by the cost of entry and include an administration fee to cover the cost of invigilation.

The fee for these entries will not be refunded if the candidate withdraws from or does not attend an examination.

### **4.2 Late entries**

Entry deadlines are circulated to Heads of Department via memo.

Late entries are authorised by the Head of Department and/or Examinations Officer.

### **4.3 Re-sits**

Candidates are allowed re-sits in GCSE subjects where units are taken early.

Re-sit decisions will be made in consultation with the candidates, subject teacher and the Head of Department (where necessary). See also section 5: Examination fees.

## **5. Examination Fees**

For GCSE, A Level and Level 2/3 Projects the initial registration and first time entry examination fees are paid by the Centre for all examinations for subjects on a student's curriculum.

Late entry or amendment fees are paid by the Candidates or Heads of Department from their departmental budget.

Candidates or Departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies.

Reimbursement may be sought from candidates who fail to sit an examination or meet the necessary coursework requirements without medical evidence or other mitigating circumstances.

Re-sit fees for first and any subsequent re-sits are paid by the candidates. See also section 4.3: Re-sits.

Candidates must pay the fee for an enquiry about a result. See also section 11.2: Enquiries about results [EARs]

## 6. The Equality Act 2010, Special Needs and Access Arrangements

### 6.1 Equality Act

See Appendix E –Policy on Equality Act 2010.

All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

### 6.2 Special Needs

A candidate's special needs requirements are determined by the SENCo and the Examinations Officer.

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination.

The SENCo can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the examination.

### 6.3 Access Arrangements

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCo after consultation with the Examinations Officer.

Rooming for access arrangement candidates will be arranged by the Examinations Officer.

Invigilation and support for access arrangement candidates will be organised by the Examinations Officer.

### Separate Invigilation Policy

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

The decision will be based on:

- whether the candidate has a **substantial and long term medical condition or long term social, mental or emotional needs** which has **an adverse effect; and**
- **the candidate's normal way of working within the centre**

### 6.4 Transferred candidate arrangements

#### Examinations 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

## 7. Managing Invigilators and Examination Days

### 7.1 Managing Invigilators

External Invigilators will be used for examination supervision during all Public Examinations, Year 10-13 mock examinations. The recruitment of Invigilators is the responsibility of the Examinations Officer with a member of the Senior Leadership Team.

Securing the necessary Disclosure and Barring Service (DBS) clearance and safeguarding training for new invigilators is the responsibility of the Centre Administration. DBS fees for securing such clearance are paid by the Centre.

Invigilators are recruited, trained, timetabled and briefed by the Examinations Officer.

Invigilators' rates of pay are set by the Senior Leadership Team with approval from the Governing Body.

## **7.2 Examination Days**

The Examinations Officer will book all examination rooms after liaison with other users and make the question papers, other examination stationery and materials available for the Invigilator/s.

The site management team is responsible for setting up the allocated rooms.

The Senior Invigilator will start all examinations in the Hall and Sports Hall in accordance with JCQ guidelines.

Members of the pastoral team should be present at the start of the morning and afternoon sessions to assist with the identification of candidates and for supervision of candidates entering and leaving the examination room.

Senior members of centre staff may be approved by the Head of Centre to be present at the start of the examination(s). When entering an examination room, they must identify themselves and their purpose for being there to the senior invigilator and/or Examinations Officer.

In practical examinations Subject Teachers will form part of the Invigilation team.

Examination papers must not be read by Subject Teachers or removed from the examination room before the end of a session. Papers will be distributed to Heads of Department at the end of the examination session.

## **8. Malpractice**

The Head of Centre in consultation with the Examinations Officer and relevant Senior Staff is responsible for investigating suspected malpractice.

Specific types of malpractice which may affect the Summer 2021 series include:

- breaches of internal security;
- deception;
- improper assistance to students;
- failure to appropriately authenticate a student's work;
- over direction of students in preparation for common assessments;
- allegations that centres submit grades not supported by evidence that they know to be inaccurate;
- centres enter students who were not originally intending to certificate a grade in the Summer 2021 series;
- failure to engage as requested with awarding organisations during the External Quality Assurance and appeal stages; and
- failure to keep appropriate records of decisions made and centre assessed grades.

The consequences of malpractice or maladministration as published in the JCQ guidance: [JCQ Suspected Malpractice: Policies and Procedures](#) and including the risk of a delay to students receiving their grades, up to, and including, removal of centre status have been outlined to all relevant staff.

## **9. Candidates, Clash Candidates and Special Consideration**

### **9.1 Candidates**

The centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and all electronic devices apply at all times.

Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage.

JCQ procedures will be followed for disruptive candidates.

Candidates may leave the examination room for a genuine purpose requiring an immediate return to the examination room, in which case an Invigilator must accompany them.

The Attendance Officer will attempt to contact any candidate who is not present at the start of an examination and follow the procedure in accordance with JCQ guidelines.

### **9.2 Clash Candidates**

The Examinations Officer will be responsible as necessary for identifying escorts, identifying a secure venue and arranging overnight supervision.

### **9.3 Private candidates**

It is a parental and student decision to request entry for an examination as a Private Candidate, but it is the centre's decision as to whether the entry is accepted. Candidates that request a private examination entry take responsibility to ensure that the entry request is made in a timely manner to ensure the awarding body deadlines are met. Entry fees, invigilation and administration costs must be paid prior to the completion of the entry. Private candidates, who have not studied the subject with the centre, cannot be provided with a predicted grade or centre assessed grade as the centre would be unable to have the same level of confidence in their judgement as they do for other students at their centre. The centre is not obliged to find an alternative centre for Private Candidates.

### **9.4 Candidates arriving late for an examination**

Students are advised that they should be in school **15 minutes** prior to the start of their examination. If they are held up in traffic or the bus does not arrive they are asked to telephone the school and advise us of the time they expect to arrive. On arrival, students should report to reception and they will be escorted to the examination room. If they are less than 1 hour late they may sit the examination and will be allowed additional time to make up for starting late. Candidates are informed that if they are more than one hour late they may be allowed to sit the examination, however, the awarding body may not accept their script.

### **9.5 Special Consideration**

Should a candidate be too ill to sit an examination, suffer bereavement or other trauma or be taken ill during the examination itself, it is the candidate's responsibility to alert the Examinations Officer, or the Examination Invigilator, to that effect.

Any Special Consideration claim must be supported by appropriate evidence within five days of the examination, for example a letter from the candidate's doctor.

The Examinations Officer will then complete a special consideration online with the relevant awarding body within seven days of the examination.

## **10. Contingency Planning**

Contingency planning for examination administration is the responsibility of the Line Manager for Examinations with the assistance of the Examinations Officer. Appendix I is the Examinations Contingency Plan is in line with the guidance provided by JCQ, Department for Education and the awarding bodies. Appendix J Emergency evacuation procedure for examinations and Appendix K is the Lockdown policy for examinations.

### **Escalation Process**

Should the Head of Centre, or the member of the senior leadership team with oversight of examination administration, be absent then the Associate to the Principal, or any other designated member of the Senior Leadership Team, would take over the relevant examination responsibilities.

## **11. Non-examination assessments and Appeals against Internal Assessments**

### **11.1 Non-examination assessments**

See Appendix F Non examination assessment Policy.

Candidates who have to prepare portfolios should do so by the end of the centre-defined date.

Heads of Department will ensure all coursework is ready for despatch at the correct time and the Examinations Officer will keep a record of what has been sent when and to whom.

Marks for all internally assessed work are provided to the Examinations Officer by the Heads of Department.

### **11.2 Appeals against Internal Assessments**

See Appendix G – Reviews of marking - centre assessed marks (Level 2, EPQ, GCE and GCSE non-examination assessments and Project qualifications)

The main points are:

- Candidates may appeal if they feel their internal assessment has been assessed unfairly, inconsistently or not in accordance with the specification for the qualification.
- Appeals should be made in writing according to the programme published to parents and students to the designated senior member of staff who will decide whether the process used conforms to the necessary requirements.
- The Centre's findings will be notified in writing, copied to the Examinations Officer and recorded for awarding body inspection.

## **12. Results, Enquiries about Results (EARs) and Access to Scripts (ATS)**

### **12.1 Results**

Candidates will receive individual results slips on results days in person at the centre or by post to their home addresses if a stamped addressed envelope is supplied. Collection by persons other than the candidate can only take place with the candidate's written permission and ID.

Arrangements for the school to be open on results days are made by the Head of Centre.

The provision of staff on results days is the responsibility of the Vice Principal (Curriculum & Data).

The centre currently aggregates at the end of Year 13 for AS and A Level grades.

### **Managing results days**

Line Manager for Examinations

- 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 any requests for post-results services and ensures candidates are informed of the periods during which centre staff will be available so that they may plan accordingly

#### **Examinations officer**

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

#### **Site staff**

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

#### **Head of centre**

- Ensures results are kept entirely confidential and restricted to key members of staff until the official dates and times of release of results to candidates

#### **Examinations officer**

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

### **12.2 Enquiries about Results**

See Appendix B – Enquiry about Results Policy

EARs may be requested by Centre Staff or Candidates if there are reasonable grounds for believing there has been an error in marking.

Service 3 requests for re-moderation of coursework/controlled assessment will be submitted on the request of a Head of Department with the support of their Line Manager.

All fees from candidate requests are payable up front. Should the request result in an overall grade change, the candidate will be reimbursed accordingly

(See section 5: Examination fees)

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by following the procedure outlined in Appendix H.

### **12.3 Access to Scripts**

After the release of results, candidates may ask the Examinations Officer to request the return of papers

If a result is queried, the Examinations Officer, Teaching Staff and Head of Centre will investigate the feasibility of asking for a re-mark at the centre's expense.

Centre staff may also request scripts for investigation or for teaching purposes, unless the candidate requests that the centre refrains from doing so.

Review of results cannot be applied for once an original script has been returned.

### **13. Complaints procedure**

Concerns and Complaints Policy & Procedures should be followed if candidates and/or their parents/carers wish to raise a general complaint regarding the centre's delivery or administration of a qualification.

### **14. Certificates**

Certificates are collected and signed for.

Certificates may be collected on behalf of a candidate by a third party, provided they have a letter of authority from said candidate and photo ID.

The centre retains certificates for two years after which they are destroyed. A new certificate will not be issued by the awarding body. A transcript of results may be issued to candidates upon application to the Examinations Officer.

### **15 Examinations review: roles and responsibilities**

#### **Examinations officer**

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

#### **Line Management for Examinations**

- Work with the Examinations Officer to produce a plan to action any required improvements identified in the review

## Appendix A

### Special consideration Policy

#### Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process.

#### Eligibility for special consideration

#### Roles and responsibilities

##### Examinations officer

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

##### Teaching staff and/or SENCo

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

##### Candidates (or parents/carers)

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

#### Applying for special consideration

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

##### Examples

1. Where a candidate may arrive for an examination and is clearly unwell, extremely distressed and/or may have sustained an injury that requires emergency access arrangements to be put in place:
  - the candidate will be kept comfortable and under supervision from the required time while appropriate arrangements are put in place for the candidate to take the examination in the best possible conditions
  - a judgement will be made on how the candidate's situation or disposition affected performance in the examination
  - where appropriate and where eligible, special consideration will be applied for
2. Where candidates may be affected by a major disturbance in the examination room (emergency evacuation etc.), special consideration will be applied for on behalf of all candidates.
3. Where a candidate takes multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is more than 6 hours for GCE exams or more than 5 hours 30 minutes for GCSE exams including *any approved extra time but not any time taken for supervised rest breaks*, special consideration for an allowance on last paper taken will be applied for.

Where a candidate may be affected by a minor disturbance in the examination room caused by another candidate (momentary bad behaviour, mobile phone ringing etc.), special consideration cannot be applied for.



If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration will be applied for if the examination missed is in the terminal series and the *minimum requirements for enhanced grading in cases of acceptable absence* can be met. If there is an opportunity to re-enter the candidate in the next available examination series, the centre will make the entry and special consideration will not be applied for.

Where other issues or problems affect a candidate or a group of candidates, special consideration will be explored in and applied for where eligible. This might include, for example:

- other certification
- a short extension to coursework/non-examination assessment deadlines
- submitting a reduced quantity of coursework/non-examination assessment (shortfall in work)
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment or non-examination assessment assignment

## **Processing applications for special consideration**

### **Roles and responsibilities**

#### **Head of centre**

- Ensures where a candidate may be a member of the family (which includes step-family, foster family and similar close relationships) or close friend and their immediate family (e.g. son/daughter) of a member of examinations office staff, the application will be authorised by an alternative member of centre staff

#### **Senior leadership team**

- Produce/provide signed evidence in support of an application where this may be requested by an awarding body

#### **Examinations officer**

- Ensures applications will be processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results and provides evidence in support of an application where this may be requested by an awarding body
- Meets the required deadline(s) for submitting applications

#### **Teaching staff and/or SENCo**

- Provide any appropriate evidence or information that may be required to support a candidate's application for special consideration

#### **Candidates (or parents/carers)**

- Will be asked to provide any required medical or other evidence that may be required to support an application for special consideration

## **Submitting applications for special consideration**

Where a candidate or group of candidates is/are eligible for special consideration, applications will be submitted to the relevant awarding body following the published processes

Evidence to support applications will be kept on file until after the publication of results.

### **Late applications**

If, after the publication of results for a particular exam series, a claim is made that special consideration was not applied for at the time of an assessment where a candidate was eligible, the claimant will be informed that late applications will only be accepted by an awarding body in the most exceptional circumstances and where a member of the Senior Leadership Team is able to produce evidence to support a late application.

If a claim is made after the completion of a review of results, the claimant will be informed that an application for special consideration cannot be submitted.

## Appendix B

### Policy on Enquiries about Results

After the publication of results the following services are offered by the awarding bodies and can only be applied for by the centre.

- Service 1 (Clerical re-check)
- Service 2 (Post-results review of marking)
- Priority Service 2 (Post-results review of marking)
- Service 3 (Re-moderation of Coursework/Controlled Assessment)

Staff may decide that they think one of these services is appropriate for a candidate or cohort and in this case the centre will pay for the enquiry. However the Head of Subject **MUST** obtain the written consent of the candidate/s on the appropriate form for all services with the exception of service 3.

A candidate may also wish to apply for one of these services (with the exception of Service 3). The candidate is advised to discuss this with a member of teaching staff before proceeding. On completion of the relevant form and payment of the appropriate fee the request will be processed by the examinations Officer.

Candidates are reminded that in requesting a 'Post-results review of marking' through the external awarding body, ***their marks can go down as well as up.*** The reviewed paper then forms part of the final grade. Therefore, the centre **MUST** obtain the written consent of the candidate on the appropriate form.

If the candidate is insistent that one of the services should be asked for and is unwilling to pay the required fee they can adopt the appeals procedure. This process, outlined below, will normally only be required when all other mechanisms within the centre have failed to resolve the matter. It will be the final stage in the normal process of considering and resolving disputes. It is expected that it will be used only in exceptional circumstances.

#### Written Appeals Procedure

Each awarding body publishes its arrangements for appeals against its decisions. In addition to this, an appeal can be made to the School concerning the decision not to request an enquiry about results.

- The parent, guardian or student (appellant) must make the appeal in writing to the Examinations Officer.
- Appeals should normally be made by 1st September for examinations in the summer series. This deadline may be extended in exceptional circumstances but candidates should be aware that the awarding bodies have their own deadlines for the receipt of requests. The enquiry into the internal process will normally be led by the Examinations Officer and the Vice Principal (Curriculum & Data).
- The enquiry will consider whether the request for the school to pay for a service is justified. The candidate's estimated grades, performance in school examinations and subsequent results will be taken into consideration.
- The appellant will be informed of the outcome of the appeal, in writing.
- If the appellant is not in agreement with the written response a Personal Hearing can be requested where the panel will consist of the Executive Principal (or her nominee) and a second independent person (e.g. a member of the Governing Body) provided that neither has played any part in the original Enquiry.
- The appellant will be informed of the outcome of the personal hearing, in writing.

**Access arrangements**

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

**Reasonable adjustments**

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

Whether an adjustment will be considered reasonable will depend on a number of factors which will include, but are not limited to:

The needs of the disabled candidate

The effectiveness of the adjustment

The cost of the adjustment

The likely impact of the adjustment upon the candidate and other candidates

**Purpose of the policy**

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

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

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

**Disability policy (examinations)**

Part of the access arrangements process is covered in the Policy on Equality Act 2010 – Appendix E .

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

**The assessment process**

Assessments are carried out by an assessor appointed by the head of centre. The assessor is appropriately qualified as required by JCQ regulations.

Evidence of the assessor's qualifications are kept on file for inspection purposes, ready to be presented to the JCQ Centre Inspector by the SENCo. In addition photocopies of assessor's qualification(s) are held in the individual files for each access arrangement candidate.

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

Before the candidate's assessment, the SENCo must provide the assessor with background information, i.e. a picture of need has been painted as per Part 1 of Form 8. The SENCo and the assessor must work together to ensure a joined-up and consistent process.

An independent assessor must contact the centre and ask for evidence of the candidate's normal way of working and relevant background information. This must take place before the candidate is assessed.

All candidates must be assessed in light of the picture of need and the background information as detailed within Part 1 of Form 8.

The assessor is required to establish if the results of test present evidence that the candidate has an impairment which substantially affects their performance.

An independent assessor must discuss access arrangements with the SENCo. The responsibility to request access arrangements specifically lies with the SENCo.

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

Part 1 of Form 8 must be completed prior to the assessment by the SENCo or the assessor working within the centre detailing the candidate's background and history of support. The following sources of information are used:

- Comments and observations from teaching staff and support staff (i.e. Learning Support Assistants);
- Intervention strategies (e.g. individual education/learning plans, School Action, support plans) in place for the candidate; pupil premium indicators;
- Screening test results;
- Use of baseline data;
- Information about any differentiation in the classroom;
- Normal way of working in the classroom;
- Arrangements made for end of year internal school examinations/mock examinations.

### **Processing access arrangements**

#### **Arrangements requiring awarding body approval**

The SENCo is responsible for processing all applications on Access arrangements online. Prior to an application, the SENCo must obtain the candidate's consent to record their personal data on-line. A copy of the approved application, along with appropriate evidence of need (where required) **and** a signed candidate personal consent form are held in the individual files for each access arrangement candidate for inspection by the JCQ Centre Inspection Service. These files are stored securely in the SENCo's office.

If an application is refused, it is referred directly to the relevant awarding body for consideration using the awarding body referral section.

#### **Centre-delegated access arrangements**

Centre delegated access arrangements are the responsibility of the SENCo. The purpose of such arrangements are to ensure, where possible, that barriers to assessments are removed, preventing a candidate from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties. The arrangement(s) put in place must reflect the support given to the candidate in the centre. Evidence highlighting the need for these arrangements is held in individual files for each candidate, including (where appropriate) supporting medical evidence and a short concise file note on centre headed paper confirming the need for the access arrangement.

## Centre-specific criteria for particular access arrangements

- Word processor policy (examinations) – Appendix D
- Separate invigilation within the centre

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

The decision will be based on:

- whether the candidate has a substantial and long term impairment which has an adverse effect; and
- the candidate's normal way of working within the centre

## Appendix D

### Use of Word Processor Statement in Examinations & Non-Examination Assessments

#### Introduction

The use of a word processor in examinations and assessments is an available access arrangement. The purpose of an access arrangement is to ensure, where possible, that barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties.

The integrity of the assessment is maintained, whilst at the same time providing access to assessments for a disabled candidate

Although access arrangements are intended to allow access to assessments, they cannot be granted where they will compromise the assessment objectives of the specification in question.

Candidates may not require the same access arrangements in each specification. Subjects and their methods of assessments may vary, leading to different demands of the candidate. SENCOs must consider the need for access arrangements on a subject-by-subject basis.

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

#### The use of a word processor

The centre will

- allocate the use of a word processor to a candidate where it is their normal way of working within the centre
- award the use of a word processor to a candidate if it is appropriate to their needs  
Needs may include
  - a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
  - a medical condition
  - a physical disability
  - a sensory impairment
  - planning and organisational problems when writing by hand
  - poor handwriting
- only permit the use of a word processor where the integrity of the assessment can be maintained
- not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
- consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
- consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidate's needs and 'normal way of working' in the classroom, internal tests/examinations, mock examinations etc. and confirm arrangements in place before the candidate takes an examination or assessment
- provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

The centre will not

- simply grant the use of a word processor to a candidate because they prefer to type rather than write or can work faster on a keyboard, or because they use a laptop at home

#### Exceptions

The only exceptions to the above where the use of a word processor would be considered for a candidate would be

- in the event of a temporary injury or impairment, or a diagnosis of a disability or manifestation of an impairment relating to an existing disability arising after the start of the course
- where a subject within the curriculum is delivered electronically and the centre provides word processors to all candidates

## **Arrangements at the time of the assessment for the use of a word processor**

In compliance with the regulations the centre

- provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off) unless an awarding body's specification says otherwise
- checks the battery capacity of the word processor before the candidate's examination to ensure that the battery is sufficiently charged for the entire duration of the examination where a candidate is to be seated with the main cohort without the use of a power point,
- ensures the candidate is reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer e.g. 12345/8001 – 6391/01

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In such circumstances once the candidate has completed the examination and printed off their typed script, they are instructed to handwrite their details as a header or footer. The candidate is supervised throughout this process to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way.

- ensures the candidate understands that each page of the typed script must be numbered, e.g. page 1 of 6
- ensures the candidate is reminded to save their work at regular intervals. (or where possible, an IT technician will set up 'autosave' on each laptop/tablet)
- instructs the candidate to use a minimum of 12pt font and double spacing in order to assist examiners when marking

The centre will ensure the word processor

- is only used in a way that ensures a candidate's script is produced under secure conditions
- is in good working order at the time of the examination
- is accommodated in such a way that other candidates are not disturbed and cannot read the screen
- is used as a typewriter, not as a database, although standard formatting software is acceptable and is not connected to an intranet or any other means of communication
- is cleared of any previously stored data
- does not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc.
- does not include graphic packages or computer aided design software unless permission has been given to use these
- does not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech recognition technology (a scribe cover sheet must be completed), or the awarding body's specification permits the use of automatic spell checking
- does not include speech recognition technology unless the candidate has permission to use a scribe or relevant software
- is not used on the candidate's behalf by a third party unless the candidate has permission to use a scribe

### **Portable storage medium**

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

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

### **Printing the script after the examination is over**

The centre will ensure

- the word processor is either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- the candidate is present to verify that the work printed is their own
- a word processed script is attached to any answer booklet which contains some of the answers
- a word processor cover sheet (Form 4) is completed and included with the candidate's typed script (according to the relevant awarding body's instructions)

## Appendix E

### COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

#### POLICY ON EQUALITY ACT 2010

##### **Examination Rooms**

All rooms used for examinations are accessible to candidates with disabilities.

Candidates with mobility problems who wish to be accommodated in the main hall are seated at the back of the hall to ensure easy access and exit.

Candidates with mobility problems are admitted to the examination room and seated as soon as they arrive to avoid queuing.

Toilets are easily accessible from all examination rooms.

Emergency evacuation procedures are in place to take into account the needs of disabled candidates.

Students with medical conditions i.e. diabetes, IBS are noted on the seating plan so that invigilators are aware of the candidate's individual needs.

Students whose first language is not English and are allowed the use of bilingual dictionaries are clearly marked on all seating plans.

Invigilators are made aware of all health and safety risks and are aware of emergency evacuation procedures.

Back up procedures are in place if support equipment (i.e. word processor) fails.

##### **Provision for Candidates**

The Examinations Officer is aware of the provision Colchester County High School for Girls makes for disabled candidates and ensures that reasonable adjustments are made. This is for all Candidates whether students at the centre or private candidates.

Relevant adjustments are made for all candidates who may require the following arrangements designed to reduce/remove unfair disadvantage:

- ✓ 25% extra time
- ✓ Supervised rest breaks
- ✓ Use of a bilingual dictionary
- ✓ Use of a word processor or other technology
- ✓ A prompter
- ✓ Modified test papers
- ✓ Different coloured scripts
- ✓ A reader or scribe
- ✓ Use of an individual room

##### **Recruitment of Invigilators**

Colchester County High School for Girls has clear policies on how applications from disabled individuals should be handled, and appropriate disclosure policies are available for the recruitment of invigilators.

Induction and training for invigilators includes disability equality training and invigilators are made aware of how to communicate with disabled candidates and be sensitive to learning support needs.



### COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS

#### NON-EXAMINATION ASSESSMENT POLICY

This policy affects the delivery of subjects of L2 Projects, EPQ, GCE and GCSE qualifications which contain a component(s) of non-examination assessment.

##### Senior Leadership Team

- Ensure the correct conduct of non-examination assessments including endorsements which comply with the JCQ publication *Instructions for conducting non-examination assessments* and awarding body subject-specific instructions.
- Ensure the centre-wide calendar records assessment schedules by the start of the academic year.
- Ensures the centre's *internal appeals procedures* clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internally assessed marks.

##### Heads of Department

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process.
- Ensures that the JCQ publication *Instructions for conducting non-examination assessments* and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments and endorsements.
- Ensures the Examinations Officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code or is made as a separate unit entry code) to the internal deadline for entries.
- Ensures that internal standardisation of marks across teaching groups takes place as required and to sequence.
- 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.
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline.
- Ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors.
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline whilst liaising with the Examinations Officer and 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.
- 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.

## Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- 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.
- Works with the SENCo to ensure any access arrangements for eligible candidates are applied to assessments.
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*.
- 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.
- 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.
- 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.
- Marks candidates' work in accordance with the marking criteria provided by the awarding body.
- Marks internally assessed work to the 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.

## Examinations Officer

- Enters students for the non-examination assessment.
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification.
- Ensures that for postal moderation is sent on time
  - work is dispatched in packaging provided by the awarding body
  - moderator label(s) provided by the awarding body are affixed to the packaging
  - proof of dispatch is obtained and kept on file until the successful issue of final results.

## Special educational needs coordinator (SENCo)

Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	<p>Records confirm that relevant centre staff are familiar with and follow:</p> <ul style="list-style-type: none"> <li>• the current JCQ publication Instructions for conducting non-examination assessments</li> <li>• the JCQ document Notice to Centres - Sharing NEA material and candidates' work</li> </ul>	EO
Candidate malpractice	<p>Records confirm that candidates are informed and understand they must not:</p> <ul style="list-style-type: none"> <li>• submit work which is not their own</li> <li>• make available their work to other candidates through any medium</li> <li>• allow other candidates to have access to their own independently sourced material</li> <li>• assist other candidates to produce work</li> <li>• use books, the internet or other sources without acknowledgement or attribution</li> <li>• submit work that has been word processed by a third party without acknowledgement</li> <li>• include inappropriate, offensive or obscene material</li> </ul> <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non-examination assessments and Information for candidates – Social Media and understand they must not post their work on social media</p>	EO
<b>Task setting</b>		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set task noted prior to start of course  IT systems checked prior to key date  Alternative IT system used to gain access  Awarding body contacted to request direct email of task details</p>	HoD
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc.  Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification  Samples assessment criteria in the centre set task</p>	HoD
Candidates do not understand the marking criteria and what they need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates  Records confirm all candidates understand the marking criteria  Candidates confirm/record they understand the marking criteria</p>	Subject Teacher
Subject teacher long term absence during the task setting stage	<p>See centre's examination contingency plan - Teaching staff extended absence at key points in the examination cycle</p>	HoD

Issuing of tasks		
Task for legacy specification given to candidates undertaking new specification	Ensures subject teachers take care to distinguish between requirements/tasks for legacy specifications and requirements/tasks for new specifications Awarding body guidance sought where this issue remains unresolved	HoD
Awarding body set task not issued to candidates on time	Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by Set task accessed well in advance to allow time for planning, resourcing and teaching	HoD
The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	HoD
Subject teacher long term absence during the issuing of tasks stage or at key points in the cycle	See CCHSG examination contingency plan – Appendix I	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	HoD/EO
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	HoD/VP
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates	HoD
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities as detailed in the non-examination assessment policy – Appendix F	HoD/EO
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures are followed	SLT/EO
Access arrangements were not put in place for an assessment where a candidate is approved for arrangements	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine the process to be followed to apply for special consideration for the candidate	EO/SEN Co

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

<b>Resources</b>		
A candidate augments notes and resources between formally supervised sessions	Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	HoD
A candidate fails to acknowledge sources on work that is submitted for assessment	Candidate's detailed record of their own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately Where confirmation is unavailable from candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	HoD/EO
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	HoD
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	EO/HoD
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record that they understand what they need to do to comply with the regulations for non-examination assessments as outlined in the JCQ document Information for candidates: non-examination assessments The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	HoD/EO
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document Information for candidates: non-examination assessments Declaration is checked for signature before accepting the work of a candidate for formal assessment	HoD
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	HoD

<b>Presentation of work</b>		
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	HoD
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring/internal audit ensures subject teacher use of appropriate secure storage	HoD
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teacher prior to the start of the course Alternative secure storage sourced where required	HoD
Candidates work produced electronically is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Internal processes and regular monitoring/internal audit by IT Manager ensures: <ul style="list-style-type: none"> <li>• access to this material is restricted</li> <li>• appropriate security safeguards are in place</li> <li>• an effective back-up strategy is employed so that an up to date archive of candidates' evidence is maintained</li> <li>• any sensitive digital media is encrypted (according to awarding body guidance to ensure that the method of encryption is suitable) to ensure the security of the data stored within it</li> </ul>	HoD
<b>Task marking – externally assessed components</b>		
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	EO
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	EO
<b>Task marking – internally assessed components</b>		
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	HoD
A candidate is unable to finish their work for unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	EO
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	EO

Candidate malpractice is discovered	<p>Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed</p> <p>Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed</p> <p>Appropriate internal disciplinary procedures are also followed</p>	HoD/SLT/ HoC
A teacher marks the work of their own child	<p>A conflict of interest is declared by informing the awarding body that a teacher is teaching their own child at the start of the course</p> <p>Marked work of said child is submitted for moderation whether part of the sample requested or not</p>	EO
An extension to the deadline for submission of marks is required for a legitimate reason	<p>Awarding body is contacted to determine if an extension can be granted</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for non-examination assessment extension</p>	EO
After submission of marks, it is discovered that the wrong task was given to candidates	<p>Awarding body is contacted for guidance</p> <p>Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 2), to determine eligibility and the process to be followed to apply for special consideration for candidates</p>	EO
A candidate wishes to appeal/request a review of the marks awarded for their work by their teacher	<p>Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body</p> <p>Records confirm candidates have been informed of their marks</p> <p>Candidates are informed that these marks are subject to change through the awarding body's moderation process</p> <p>Candidates are informed of their marks to the timescale identified in the centre's internal appeals procedure and prior to the internal deadline set by the Examinations Officer for the submission of marks – Appendix F</p> <p>Through the candidate examination handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal/request for a review of the centre's marking prior to the submission of marks to the awarding body</p>	EO/SLT
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
Deadline for submitting marks and samples of candidates work ignored by subject teacher	<p>Internal/external deadlines are published at the start of each academic year</p> <p>Reminders are issued through senior leaders/line managers as deadlines approach</p> <p>Records confirm deadlines known and understood by subject teachers</p> <p>Where appropriate, internal disciplinary procedures are followed</p>	HoD/VP
Subject teacher long term absence during the marking period	See Examination Contingency Plan – Appendix I	



## Appendix G

### Reviews of marking - centre assessed marks (GCE, GCSE, L2 Project, EPQ non-examination assessments)

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

Candidates' work will be marked by staff who have appropriate knowledge, understanding and skill, and who have been trained in this activity. Colchester County High School for Girls 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.

1. Colchester County High School for Girls 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. Colchester County High School for Girls will inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment.
3. Colchester County High School for Girls will, having received a request for copies of materials, promptly make them available to the candidate.
4. Colchester County High School for Girls will provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision.
5. The request for a review **must** be made in by completing the internal appeals form obtained from the Examinations Officer which must be returned to the Examinations Officer by the deadline published to parents and students in the year that the GCE or GCSE non-examined assessment was assessed. The deadline for the request for a review for the Level 2 and Level 3 projects will be in accordance with the published programme in the academic year the assessment was completed. Requests will not be accepted after these deadlines. A fee will be levied by the school in line with the charge made by the awarding bodies for a review of marking of the other components.
6. Colchester County High School for Girls 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. Colchester County High School for Girls 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. Colchester County High School for Girls will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre.
9. Colchester County High School for Girls 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.

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

## Appendix H

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

Following the issue of results, awarding bodies make post-results services available.

Candidates are also informed of the arrangements for post-results services **before** they sit any examinations and the accessibility of senior members of centre staff immediately after the publication of results

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

The JCQ post-results services currently available are detailed below.

#### **Reviews of Results (RoRs):**

- Service 1 (Clerical re-check)  
This is the only service that can be requested for objective tests (multiple choice tests)
- Service 2 (Review of marking)
- Priority Service 2 (Review of marking)  
This service is only available for externally assessed components of GCE A-level specifications (an individual awarding body may also offer this priority service for other qualifications)
- Service 3 (Review of moderation)  
This service is not available to an individual candidate

#### **Access to Scripts (ATS):**

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

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

Written candidate consent (informed consent via candidate email is acceptable) is required in all cases before a request for a RoR service 1 or 2 (including priority service 2) is submitted to the awarding body. Consent is required to confirm the candidate understands that the final subject grade and/or mark awarded following a clerical re-check or a review of marking, and any subsequent appeal, may be lower than, higher than, or the same as the result which was originally awarded. Candidate consent must only be collected after the publication of results.

A review of moderation (RoR service 3) cannot be requested for the work of an individual candidate or the work of a candidate not in the original candidate

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support a review of results, an internal appeal can be submitted to the centre by completing the internal appeals form at least 5 calendar days prior to the internal deadline for submitting a request for a review of results.

The appellant will be informed of the outcome of their appeal before the internal deadline for submitting a review of results.

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

Where the head of centre is satisfied after receiving the review of results outcome, but the candidate (or their parent/carer) believes there are grounds for a preliminary appeal to the awarding body, a further internal appeal may be made to the head of centre. Following this, the head of centre's decision as to whether to proceed with a preliminary appeal will be based upon the acceptable grounds as detailed in the **JCQ Appeals Booklet**. Candidates or parents/carers are not permitted to make direct representations to an awarding body.

The **internal appeals form** should be completed and submitted to the centre within 5 calendar days of the notification of the outcome of the review of results. Subject to the head of centre's decision, this will allow the centre to process the preliminary appeal and submit to the awarding body within the required **30 calendar days** of receiving the outcome of the review of results process. Awarding body fees which may be charged for the preliminary appeal must be paid to the centre by the appellant before the preliminary appeal is submitted to the awarding body (fees are available from the Examinations Officer). If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.]

**Appendix I**

**Examinations contingency plan**

<b>Risk</b>	<b>Early Warning</b>	<b>Control to Prevent</b>	<b>Control to Resolve</b>
Invigilator does not turn up.	Phone Call or Email.	Invigilator timetables sent and confirmation of receipt obtained.	On busy days employ emergency invigilator or Examinations Officer to cover
Emergency evacuation of examination room.			Ensure invigilators are aware of the emergency evacuation procedure for examinations. Examinations Officer to assist in maintaining security of examination. Area for examination candidates is separate from main school students.
Student taken ill during examination.			Invigilator aware of policy, first aider on call. Special Consideration for all students.
Bad weather or transport problems.	Weather report, contact from school bus provider.	Possible delay to start of examination.	Delay start, if aware of expected time of arrival. Alternative venue for late candidate/s if delay will disrupt remaining candidates.
Students do not turn up for examination.		Students sign to confirm receipt of timetables.	Attendance Officer to call home, alternative venue for invigilating if necessary.
Students turn up who are not entered.		Check with Head of Subject regarding entry.	Find a paper, seat them, amend attendance list/seating plan and make entry.
Cheating in the room.	Invigilator reports problem to Senior Invigilator or Examinations Officer..	All students receive copies of JCQ regulations etc., along with an assembly dedicated to examination procedure and sign to confirm receipt of above.	Invigilator aware of policy, Examinations Officer and Head of Upper School on-call to deal with malpractice issue.
Disruption in the room.	Invigilator reports problem to Senior Invigilator or Examinations Officer.	All students receive copies of JCQ regulations etc., along with an assembly dedicated to examination procedure and sign to confirm receipt of above	Invigilator aware of policy, Examinations Officer and Heads of Year on-call to deal with malpractice issue.
Late arrivals.	Phone call or missing from examination room.	Students sign to confirm receipt of timetables.	Invigilator aware of policy. Complete Late arrivals form.
Examination room flooded	Check room, or invigilator reports problem.	Regular premises checks.	Find alternative accommodation and apply for Special Consideration if necessary.
Failure of IT systems			Entries made in before deadline Preparation prior to results day to ensure IT in place IT team available for download of results

<b>Risk</b>	<b>Early Warning</b>	<b>Control to Prevent</b>	<b>Control to Resolve</b>
Disruption in the distribution of examination papers			Awarding bodies to provide centres with electronic access to examination papers via a secure external network.
Disruption to the transportation of completed examination scripts			Contact awarding bodies for advice
Centres unable to distribute results as normal or facilitate post results services			Use an alternative site Contact the relevant awarding body if electronic post results requests are not possible
Wrong entry made – incorrect paper.		All entries are checked by Head of Subject before they are sent to awarding bodies.	Contact awarding body for copy of paper if necessary. Provide examination paper, seat and amend entry.
Examination Officer leaves/extended absence.	Notification from Examinations Officer.	Regular meetings with Line Manager and Examination Office Handbook updated	Line Manager aware of procedures and access to Examination Office Handbook.
SENCo extended absence.	Notification from SENCo.	Regular meetings with Examination Officer.	Examinations Officer aware of procedures.
Curriculum model changes.	Government white paper. Information from QCA and awarding bodies.	Regular requests for updated entry details from Head of Subject.	Planning and Action Plan to implement changes.
Damage to Office.		Regular premises checks.	Use Examination Store containing copies of all required information and equipment.
System failure or power cut.			Contact IT Manager. Contact awarding bodies to inform entries will be late.
Receiving inaccurate or late entry information.		All entries are checked by Head of Subject before they are sent to awarding bodies. Deadline for return to Examinations Office is sufficient to avoid late entries.	Charge late fee to department. Problems to be raised with Line Manager.
Change of syllabus and no notification.	Pre-release material does not arrive. Materials arrive that are not expected.	Regular requests for updated entry details from Head of Subject.	Contact awarding body.
Head of Department long term sick or leaves.	Resignation or Doctors Letter.		Another member of the Department to take temporary role of overseeing examination entries with assistance from Examinations Officer.
Teaching staff extended absence			Head of Department to work with Line Manager to ensure staffing in place to cover absence

<b>Risk</b>	<b>Early Warning</b>	<b>Control to Prevent</b>	<b>Control to Resolve</b>
Candidates unable to take examinations because of a crisis – centre remains open.			Inform awarding bodies and parents/carers.
Centre unable to open as normal during the examinations period or on results day			Identify whether the examination can be sat at an alternative venue, in agreement with the relevant awarding body. Identify an alternative venue for results day.
The examination or assessment cannot take place, or a student misses an examination or loses their assessment due to an emergency or other event outside the control of the school or college.			Investigate alternative arrangements with the awarding bodies.
Cyber-attacks involving ransomware – potential loss of data relating to Teacher Assessed Grades and critical services		<p>CCHSG is committed to security, backup and recovery.</p> <p>CCHSG have a multi layered approach to security, for example, Office 365 Threat Management, SmoothWall Unified Threat Management, Internal Firewalls and network segregation and heavy device restrictions.</p> <p>CCHSG has a solid backup and retention policy that, after an investment into a new Backup Solution, allows the backup and restore of both online and offline data, both to an online and offline source.</p> <p>CCHSG complete weekly server checks which involve daily backup checks along with weekly recovery checks.</p>	
Lockdown prior to the completion of TAGs	Cases of COVID-19 rapidly rising	Use of MS Teams and remote access to facilitate the completion of the TAG process.	

## **Contingency plan in the event of major disruption to the examinations system affecting a significant number of candidates**

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

Further information may be found at:

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

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. In the event of a major disruption the Examinations Officer should liaise directly with the relevant awarding body/bodies.

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

The awarding bodies have a designated 'contingency day' for examinations. The date will be circulated to students and parents once it is finalised. This is consistent with the qualification regulators' document Examination system contingency plan: England, Wales and Northern Ireland - <https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland>

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

**Candidates and their parents will be informed that they must remain available until the contingency day in 2021 should an awarding body need to invoke its contingency plan.**

## Appendix J

### Emergency evacuation policy

This policy details how the centre deals with an emergency evacuation of the examination 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 examination room. This might include a fire in the examination 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 examination room, the emergency evacuation procedure for examinations may also need to be followed. This might include situations where there is severe disruption in the examination room, serious illness of a candidate or invigilator or similarly serious incidents.

#### Emergency evacuation of an examination room

##### 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 examination room is required.

##### Special educational needs coordinator (SENCo)

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

##### Examinations Officer

- Ensures invigilators are trained in emergency evacuation procedures and how an incident and actions taken must be recorded.
- Ensures candidates are briefed (*Candidate examination handbook*), prior to examinations taking place, on what will happen in the event of an emergency in the examination room.
- Provides invigilators with a copy of the emergency evacuation procedures for every examination room.
- Provides a standard invigilator announcement for each examination which includes appropriate information for candidates regarding what will happen if the fire alarm sounds.
- Provides an examination room incident log in each room.
- Liaises with the SENCo and other relevant staff prior to each examination 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 examination room.
- Follow the actions required in the emergency evacuation procedure issued to them for every examination room.
- Confirm with the examinations officer, where different procedures or assistance may need to be provided for a disabled candidate they are invigilating.
- Record details on the examination room incident log to support follow-up reporting to the Awarding Body by the Examinations Officer



## Appendix K

### Lockdown Policy for examinations

Signal – Continuous tone

Lockdown is initiated when there is an extremely dangerous situation such as:

- An immediate threat to the school, e.g., an armed intruder, abductor, a criminal act, etc.,
- A need to escalate a partial lockdown.

Once the alarm has sounded:

Before an examination – candidates will be instructed to enter the examination room immediately

During an examination – invigilators will tell the candidates to stop writing immediately and turn their papers over, collect the attendance register and make a note of the time when the examination was suspended

After an examination – invigilators will stop dismissing candidates from the examination room and instruct candidates who have left the room to re-enter the examination room

In all the above situations:

- The invigilators will ensure that internal doors are locked, if possible. The windows should be closed, also locked if possible, blinds drawn, and students directed to sit silently out of sight (e.g. under desks).
- Doors should be barricaded with tables, chairs or any other available furniture.
- Students should be kept away from windows.
- Staff should have access to their mobile phones on silent mode in case of communication by text message, or in case they need to communicate with the school office or emergency services directly.
- Silence should be maintained because it may be necessary to spread information verbally through the school.
- Stay in place until the Lockdown is declared terminated, either by the 'All-clear' signal or under advice from members of the SLT or the emergency services.

If the lockdown occurred during an examination

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

- Invigilators will then:
  - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
  - recalculate the revised finish time(s) to allow for the full exam time
  - tell the candidates to turn their papers over and re-start their exam
  - amend the revised finish time(s) on display to candidates
  - note how long the lockdown lasted on the examination room incident log (to later inform a report to the awarding bodies and where relevant, any centre-wide lockdown recording form/log)
- The Examinations Officer will
  - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
  - safely/securely store all collected examination papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/Examinations Officer will
  - negotiate any alternative examination sittings with the awarding bodies
  - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, examinations staff and candidates will be invited to attend an assembly lead by the Head of Year to discuss the lockdown and offer ongoing support
  - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website

## Appendix L

### Overnight Supervision Procedure

When candidates are entered for multiple examinations (three or more examinations) timetabled for the same day and the total duration for those papers is:

- a) more than six hours for GCE examinations (AS, A2, A-level), including approved extra time allowances and/or supervised rest breaks†; or
- b) more than five and a half hours for GCSE examinations, including approved extra time allowances and/or supervised rest breaks†;

**Candidates may, at the centre's discretion, be allowed to take an examination the following morning, including Saturdays. Candidates are not allowed to take examinations on an earlier day than that scheduled on the timetable.**

- A meeting is organised between the candidate, Head of Centre and Examinations Officer where the JCQ regulations relevant to Overnight Supervision is clearly explained to candidate and parents/guardians.
- The Overnight Supervision form must be completed and submitted and a hardcopy must be held securely in the examinations office for inspection.
- The candidate must be under centre supervision at all times and the centre must ensure there is no contact with other candidates.
- The supervision of a candidate on journeys to and from the centre and overnight may be undertaken by the candidate's parent/carer who have been informed about the JCQ requirements. The candidate is advised no contact with friends/relatives and is denied access to any form of communication and media. The overnight supervision arrangements **must** ensure that the candidate **does not** have advance warning of the content of the examination deferred until the following morning
- On the morning following overnight supervision, the parents/guardians must be advised to bring in the candidate at a designated time to avoid contact with any other student. The candidate is received at the school reception, and must be kept under supervision henceforth.
- The awarding body must be informed immediately of any known or suspected contravention of these conditions.

## **Annex A**

In the event of the external examinations not taking place due to Government COVID-19 restrictions we will implement the guidance that will be issued by Ofqual and ensure that we maintain effective communication with parents and students.

### **Arrival and departure of candidates for examinations/assessments**

As candidates arrive before the scheduled start time of examinations, they must be kept separate from other students arriving at the school. A location will be identified where candidates will wait before the examination which supports social distancing between group 'bubbles' as well as between on-roll and off-roll candidates. Late candidates must also follow social distancing measures.

Candidate arrival and departure will be managed, particularly taking into account when examinations finish at different times.

### **Cleaning**

Examination rooms will be kept clean. Frequently touched surfaces (door handles, individual desks and so on) will be cleaned after every examination with the usual cleaning products, including the backs of chairs where candidates may pull chairs out to sit.

### **Set up of the examination room**

Desks should not be set up face to face. For GCSE and A level examinations, the minimum distance in all directions from centre to centre of candidates' chairs is 1.25 metres, following JCQ's [Instructions for Conducting Examinations](#). This distance is the minimum that must be maintained for students within a group bubble.

All other candidates, whether in different group bubbles, private candidates or those returning to school to take examinations, should be seated 2 metres apart from each other. These candidates can be seated in the same room.

There is no overall limit on the number of candidates who can sit in a room, as long as desks are correctly spaced. The upper limit to the number of candidates who can take an examination in a room together depends on the desk spacing requirements.

Good ventilation is important and will be maximised wherever possible, for example opening windows and propping open doors (not fire doors) where safe to do so.

Invigilators may walk up and down aisles between desks, but there must also be points in the room where an invigilator can stand at least 2 metres from the nearest desks and see all the candidates in the room.

### **Face coverings**

Candidates and invigilators do not need to wear face coverings during examinations, but they may wear them if they wish to. Candidates and invigilators should wear face coverings in communal areas. Everyone who uses public transport to travel to examinations should follow the requirements for wearing face coverings.

### **Invigilators**

Invigilators can move between different schools and colleges. They should minimise contact and maintain as much distance as possible from other staff. Before the examinations, the training provided by the Examinations Officer will inform invigilators what they need to do to minimise contact and maintain as much distance as possible from other staff.

Invigilators do not need to wear gloves when collecting examination scripts from candidates.

### **Maintaining distance between staff and candidates**

Invigilators and other staff are advised to stand alongside candidates when interacting with them, rather than face to face.

For encounters of over 15 minutes, for example when scribes, readers or other individuals are supporting candidates, staff should maintain a 2 metre distance where possible, for example using a separate room from other candidates. If staff cannot maintain a 2 metre distance, they should avoid close face to face contact and minimise time spent within 1 metre of others. These arrangements may not be possible when working with some candidates who have complex needs, in which case these candidates' educational support should be provided as normal during examinations.

If candidates need to leave the examination room and need to be accompanied for more than 15 minutes, staff should maintain a 2 metre distance where possible. If this is not possible, staff should take mitigating measures, such as standing alongside the candidate and considering using a face covering.

## **Annex B – Arrangements for teacher assessed grades for summer series 2021**

On 4 January 2021, the Prime Minister announced, in the context of new national restrictions, that exams in summer 2021 could not go ahead as planned. For summer 2021, examination boards have asked examination centres to generate, for each subject, teacher assessed grades for their students. These grades will be based on a range of evidence completed as part of the course, including evidence produced in the first half of the summer term 2021, which demonstrates the student's performance on the subject content they have been taught.