The Castle School

ACHIEVE | BELONG | PARTICIPATE

EXAMS POLICY

MARCH 2023

CEO: Sarah Watson

Headteacher: James Lamb

Due for review: Spring term 2026

Contents

Appendices

The purpose of this exam policy is:

- to ensure the planning and management of exams is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient exam system with clear guidelines for all relevant staff.

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

1. Exam Responsibilities

Head of Centre

Overall responsibility for the school as an exam centre:

- advises on appeals and re-marks
- the Head of Centre is responsible for reporting all suspicions or actual incidents of malpractice. Refer to the JCQ document *Suspected malpractice in examinations and assessments*.

Exams Officer

Manages the administration of public and internal exams:

- advises the Strategic Leadership Team (SLT), subject and class tutors and other relevant support staff on annual exam timetables and application procedures as set by the various exam boards
- oversees the production and distribution to staff and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consults with teaching staff to ensure that necessary coursework, controlled assessments and Non-examination Assessments (NEAs) are completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers 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*
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- line manages the senior exam invigilator and organises the recruitment, training and monitoring of a team of exams invigilators responsible for the conduct of exams
- submits candidates' coursework / controlled assessment /NEA marks, tracks despatch and stores returned work and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their exams.

Assistant / Deputy Heads

- Organisation of teaching and learning.
- External validation of courses followed at Key Stage 4 (KS4)

Heads of Department/Faculty

- Guidance and pastoral oversight of candidates who are unsure about exam entries or amendments to entries.
- Involvement in post-results procedures.
- Accurate completion of coursework mark sheets (e-subs) and declaration sheets.
- Accurate completion of entry and all other mark sheets and adherence to deadlines as set by the Exams Officer.

Teachers

- Notification of access arrangements (as soon as possible after the start of the course).
- Prepare all students for coursework, controlled assessments and exam entry as outlined in subject specification.

SENCO

- Administration of access arrangements.
- Identification and testing of candidates requiring access arrangements (in conjunction with teachers).
- Provision of additional support — with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment — to help candidates achieve their course aims.

Lead invigilator/invigilators

- Collection of exam papers and other material from the secure exam storage, before the start of the exam.
- Supervise smooth running of all examinations according to JCQ *Instructions for conducting examinations.*
- Collection of all exam papers in the correct order at the end of the exam and their return to the exams office.
- The secure administration and packing of examination scripts ready for dispatch to awarding body

Candidates

- Understanding coursework / controlled assessment / NEA regulations and signing a declaration that authenticates the coursework/controlled assessment as their own.
- Following all examination rules and regulations and behaving in suitable manner as outlined in JCQ *Information for Candidates* (distributed in September 2016/1719)

2. The Statutory Tests and Qualifications Offered

The statutory tests and qualifications offered at this centre are decided by the Head of Centre and the senior leadership team.

The statutory tests and qualifications offered are from the following types - GCSE, BTEC, Entry Level, Cambridge Nationals, Vocational Qualifications & others as directed by Deputy Head

The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of syllabus from the previous year, the exams office must be informed by 1st November.

Decisions on whether a candidate should not take an individual subject will be taken in consultation with the parents/carers, subject teachers, Head of Department/Faculty and Deputy Head.

At KS4 all candidates will be entitled, and enabled, to achieve an entry for qualifications from an external awarding body.

3. Exam Seasons and Timetables

3.1 Exam seasons

Internal exams are scheduled throughout the year (as appropriate in each subject).

External exams are scheduled in January and May/June and on-screen exams at various other times as requested

Which exams are entered in each series by the centre is decided by the Heads of Department/Faculty.

Controlled assessments are an essential part of some courses and will be held throughout Years 9, 10 and Year 11.

Non-examination Assessments are only allowed to be completed in the final year of the course.

3.2 Timetables

Once confirmed, the Exams Officer will circulate the exam timetables for internal exams and external exams and also display on the website.

4. Entries, Entry Details and Late Entries

4.1 Entries

Candidates are selected for their exam entries by the Heads of Department/Faculty and the subject teachers.

Candidates, or parents/carers, can request a subject entry, change of level or withdrawal.

The centre does accept entries from external candidates at the discretion of the Head of Centre.

4.2 Late entries

Entry deadlines are circulated to Heads of Department/Faculty via email and notice board.

Late entries are authorised by the Heads of Department/Faculty and Exams Officer.

5. Exam Fees

The centre will pay all normal exam fees on behalf of candidates.

Late entry or amendment fees are paid by centre.

Candidates or departments/Faculties 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.

6. The Disability Discrimination Act (DDA), Special Needs and Access Arrangements

6.1 The Equality Act 2010 definition of disability

This policy details how the centre facilitates access to exams and assessments for disabled candidates, as defined under the terms of the Equality Act 2010, by outlining staff roles and responsibilities in relation to (Appendix 3):

•   identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')

•   requesting access arrangements

•   implementing access arrangements and the conduct of exams

6.2 Special needs

A candidate's special needs requirements are determined by the SENCO and educational psychologist / specialist teacher.

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

The SENCO/Exams Officer will inform individual staff of any special arrangements, approved by the awarding bodies, which individual candidates can be granted during the course, in controlled assessments and in the exams.

6.3 Access arrangements

Making special arrangements for candidates to take exams is the responsibility of the SENCO and the Exams Officer.

Submitting completed access arrangement applications to the awarding bodies is the responsibility of the SENCO/Specialist teacher.

Rooming for access arrangement candidates will be arranged by the Exams Officer after consultation with the SENCO.

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

7. Identifying Candidates

Each candidate to have an individual exam card with photograph and details of candidate number, seat and access arrangements.

SLT to be available at the start of each exam to help identify candidates.

8. Managing Invigilators and Exam Days

8.1 Managing invigilators

External invigilators can be used for internal exams and external exams.

The recruitment of invigilators is the responsibility of the exams officer.

Securing the necessary Disclosure and Barring Service (DBS) clearance for new invigilators is the responsibility of the centre administration.

DBS fees for securing such clearance are paid by the centre.

Invigilators are timetabled and briefed by the exams office.

Invigilators' rates of pay are set by the centre administration.

8.2 Exam days

The Exams Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

Site management is responsible for setting up the allocated rooms.

The Exams Officer or invigilator will start all exams (both written and on-screen) in accordance with JCQ guidelines.

Senior members of centre staff, such as an Assistant Headteacher, who have been authorised by their head of centre may be present at the start of the examination to assist with the identification of candidates.

In practical exams subject teachers and/or technicians will be on hand in case of any technical difficulties.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Once either the awarding body's published finishing time or **all** of candidates within the centre have completed their papers and the papers have been checked and packaged up for dispatch any remaining papers maybe distributed to Heads of Department/Faculty.

9. Candidates, clash candidates and special consideration

9.1 Candidates

Candidates must follow rules set down in JCQ Information for candidates for written examinations and in JCQ Information for candidates for on-screen tests. As well as the two warning posters that must be displayed outside of the examination room. The posters are called the 'No mobile phones' and 'Warning to Candidates' (The two posters are reviewed by JCQ on an annual basis)

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

Disruptive candidates are dealt with in accordance with JCQ guidelines.

Candidates may leave the exam room for a genuine purpose requiring an immediate return to the exam room, in which case a member of exams staff must accompany them.

The Exams Officer will attempt to contact any candidate who is not present at the start of an exam and deal with them in accordance with the Centre's behaviour policy.

9.2 Clash candidates

The Exams Officer will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays if required.

9.3 Special consideration

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the centre, the Exams Officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body by the deadline specified by the Awarding Body.

10. NEA Controlled Assessments and Appeals Against Internal Assessments – See appendix 2

11. Results, Enquiries About Results (EARs) and Access To Scripts (ATS)

11.1 Results

Candidates will receive individual results slips on results days either in person at the centre, by post to their home addresses (candidates to provide a stamped addressed envelope). Results maybe collected on behalf of a candidate by a third party, providing they have written authority to do so. If this is not a student of the school identification must be shown.

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

The provision of staff on results days is the responsibility of the Head of Centre.

11.2 Enquiries About Results (EARs)

EARs may be requested by centre staff or candidates if there are reasonable grounds for believing there has been an error in marking.

If a result is queried, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a review at the centre's expense.

When the centre does not uphold an EAR, a candidate may apply to have an enquiry carried out. If a candidate requires this against the advice of subject staff, they will be charged.

11.3 Access to Scripts (ATS)

After the release of results in August, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results.

Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

12. Certificates

Certificates are presented in person at Awards Evening in November or collected from the main school office after this date.

Certificates may be collected on behalf of a candidate by a third party, providing the candidate has given written, email or verbal authority to a member of centre staff do so.

Replacement certificates are issued by awarding bodies only if there is proof that the original certificates have been destroyed. In other cases official statements of results are issued by the awarding body. Both services incur a cost to the candidate.

The centre retains certificates for a minimum of two years.

Appendix 1. Exam Contingency Plan

This plan examines potential risks and issues that could cause disruption to the exams process at the centre. By outlining actions/procedures to be invoked in case of disruption it is intended to mitigate the impact these disruptions have on our exam process.

Alongside internal processes, this plan is informed by scenarios contained in the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

Causes of potential disruption to the exam process

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

Criteria for implementation of the plan

Key tasks required in the management and administration of the exam cycle not undertaken including:

Planning

- *annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered*

- *annual exams plan not produced identifying essential key tasks, key dates and deadlines*

- *sufficient invigilators not recruited*

Entries

- *awarding bodies not being informed of early/estimated entries which prompts release of early information required by teaching staff*

- *candidates not being entered with awarding bodies for external exams/assessment*

- *awarding body entry deadlines missed or late or other penalty fees being incurred*

Pre-exams

- *invigilators not trained or updated on changes to instructions for conducting exams*

- *exam timetabling, rooming allocation; and invigilation schedules not prepared*

- *candidates not briefed on exam timetables and awarding body information for candidates*

- *exam/assessment materials and candidates' work not stored under required secure conditions*

- *internal assessment marks and samples of candidates' work not submitted to awarding bodies/external moderators*

Exam time

- *exams/assessments not taken under the conditions prescribed by awarding bodies*

- *required reports/requests not submitted to awarding bodies during exam/assessment periods, for example very late arrival, suspected malpractice, special consideration*

- *candidates' scripts not dispatched as required for marking to awarding bodies*

Results and post-results
• *access to examination results affecting the distribution of results to candidates*
• *the facilitation of the post-results services*

Centre actions
• EO to have documented procedures manual(s) in place (SLT to be aware of where these are stored for future reference).
• SLT to nominate a 'deputy' to cover a role/task.
• Work shadowing; job rotation; staff development sessions; briefing sessions.
• Buddying up; networking with staff from a local centre; sharing expertise with a local centre e.g. Bishop Fox's School or Court Fields School.

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

Criteria for implementation of the plan
Key tasks required in the management and administration of the access arrangements process within the exam cycle not undertaken including:
Planning
• *candidates not tested/assessed to identify potential access arrangement requirements*
• *centre fails to recognise its duties towards disabled candidates as defined under the terms of the Equality Act 2010*
• *evidence of need and evidence to support normal way of working not collated*
Pre-exams
• *approval for access arrangements not applied for to the awarding body*
• *centre-delegated arrangements not put in place*
• *modified paper requirements not identified in a timely manner to enable ordering to meet external deadline*
• *staff providing support to access arrangement candidates not allocated and trained*
Exam time
• *access arrangement candidate support not arranged for exam rooms*

Centre actions
• SLT to arrange employment of the services of an approved assessor for the period of assessment of the cohort.
• Exams Officer to perform administration for pre-exams and exam time arrangements.
• SLT to nominate a 'deputy' to cover role/task should the Exams Officer be absent for a prolonged period of time .

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

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

Early/estimated entry information not provided to the exams officer on time; resulting in pre-release information not being received

Final entry information not provided to the exams officer on time; resulting in candidates not being entered for exams/assessments or being entered late/late or other penalty fees being charged by awarding bodies

Non-examination assessment tasks not set/issued/taken by candidates as scheduled

Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

Centre actions

- SLT to arrange a "deputy" within the faculty concerned at the earliest opportunity. They would take up all the necessary roles within the faculty to ensure the above all occur.

4. Invigilators - lack of appropriately trained invigilators or invigilator absence

Criteria for implementation of the plan

Failure to recruit and train sufficient invigilators to conduct exams

Invigilator shortage on peak exam days

Invigilator absence on the day of an exam

Centre actions

- SLT to keep abreast of the planning, hiring, training etc. of all invigilators at least 2 months prior to the recruitment phase. On the day of the exams, if there is an invigilator shortage, SLT would have to be deployed to cover for absence.

5. Exam rooms - lack of appropriate rooms or main venues unavailable at short notice

Criteria for implementation of the plan

Exams officer unable to identify sufficient/appropriate rooms during exams timetable planning

Insufficient rooms available on peak exam days

Main exam venues unavailable due to an unexpected incident at exam time

Centre actions

- SLT to liaise with local college (Bridgwater and Taunton College) or primary schools (Parkfield School or Bishops Hull Primary School) to make use of their large assembly hall / large classrooms.

- EO to apply for emergency permission to use an alternative site. Site staff to transport invigilators and students to alternative site if required. EO to apply for special consideration. (Disadvantaged Candidate)

6. Failure of IT systems

Criteria for implementation of the plan

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

Centre actions
• Exams Officer access directly secure online aspects of individual awarding bodies' website to complete the tasks remotely. • Liaise with Court Fields School or Bishop Fox's to make use of their MIS system. Exams officer has a good relationship with the exams officer at both Court Fields and Bishop Fox's.

7. Emergency evacuation of the exam room (or centre lock down)

Criteria for implementation of the plan
Whole centre evacuation (or lock down) during exam time due to serious incident resulting in exam candidates being unable to start, proceed with or complete their exams

Centre actions
• Centre's Emergency Evacuation Policy (Exams) addresses this issue. The Emergency Evacuation Policy (Exams) can be found electronically in I:\Policies\Public Policies\Exams Policies

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

Criteria for implementation of the plan
Centre closed or candidates are unable to attend for an extended period during normal teaching or study supported time, interrupting the provision of normal teaching and learning
Centre closed interrupting the of normal teaching and learning
The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. [Joint Contingency Plan (JCP) scenario 1]

Centre actions
• The school's Business Continuity Plan addresses this issue. The centre to communicate with parents, carers and students about the potential for disruption to teaching time and plans to address this. The Business Continuity Plan can be found in I:\Policies\Private Policies

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

Criteria for implementation of the plan
Candidates are unable to attend the examination centre to take examinations as normal
The centre to communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue. [JCP scenario 2]

Centre actions

- SLT to activate the school's Business Continuity Plan.

- The centre will communicate with relevant awarding organisations at the outset to make them aware of the issue. The centre to communicate with parents, carers and candidates regarding solutions to the issue.

- The Business Continuity Plan can be found in I:\Policies\Private Policies

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

Criteria for implementation of the plan

Centre unable to open as normal for scheduled examinations (including *centre being unavailable for examinations owing to an unforeseen emergency*)

A centre which is unable to open as normal for examinations must inform each awarding organisation with which examinations are due to be taken as soon as is possible.[JCP scenario 5]

Centre actions

- If the Business Continuity Plan has been activated, examination boards concerned would be contacted immediately and advice obtained acted upon.

- The Business Continuity Plan can be found in I:\Policies\Private Policies

11.   Disruption in the distribution of examination papers

Criteria for implementation of the plan

Disruption to the distribution of examination papers to the centre in advance of examinations

The centre to communicate with awarding organisations to organise alternative delivery of papers. [JCP scenario 3]

Centre actions

- EO to communicate with awarding organisations to organise alternative delivery of papers.

- If alternative delivery is not possible EO to request pdf copy of the particular exam paper to ensure sufficient copies are available. Papers to then be stored in the normal secure manner until the time of the exam.

12.   Disruption to the transportation of completed examination scripts

Criteria for implementation of the plan

Delay in normal collection arrangements for completed examination scripts

The centre to communicate with relevant awarding organisations at the outset to resolve the issue. [JCP scenario 4]

Centre actions

- Scripts to be stored in exam paper secure storage.

- Exam safe keys stored in their own key safe secured to the wall of the Exams Officer's office and Deputy Head of Centre's Office. At The Castle School 4 people (members of school staff) have the access code to these key safes. NH, JT, AC, JS.

- Exams Officer's and Deputy Head of Centre's offices must be locked when unoccupied.
- The centre to communicate with relevant awarding organisations at the outset to resolve the issue

13. Assessment evidence is not available to be marked

Criteria for implementation of the plan

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

It is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers. [JCP scenario 6]

Centre actions

- To reduce this risk, active scripts remain on site for the absolutely minimum time.
- Should this be the case it is the responsibility of the head of centre to communicate this immediately to the relevant awarding organisation(s) and subsequently to students and their parents or carers.

14. Centre unable to distribute results as normal

Criteria for implementation of the plan

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

Centres to contact awarding organisations about alternative options. [JCP scenario 11]

Centre actions

- Contact to be made immediately to the awarding bodies about alternative options.
- SLT to liaise with local colleges or primary schools (Parkfield School or Bishops Hull Primary School) to make use of their large assembly hall to distribute the results.
- SLT to communicate with candidates.

15. Cyber Attack

Criteria for implementation of the plan

Cyber attack. Where it is identified that a cyber attack may compromise any aspect of the delivery of examinations

Centre actions

- Centre works within a Technical Security Policy to minimise the likelihood of cyber attack
- Exams Officer will work with IT and contact the Relevant Awarding Body to seek further guidance.
- Senior Leaders will monitor the situation and take any action required as directed by the Awarding Bodies.

Causes 8-14 – all scenarios, criteria and specific communications have been taken directly from the *Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland.*

Further guidance to inform and implement contingency planning

GOV.UK

Emergency planning and response Severe weather Exam disruption
https://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings
Teaching time lost due to severe weather conditions
https://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions
Dispatch of exam scripts: yellow label service
Dispatch of exam scripts guide: Ensuring the service runs smoothly; Contingency planning
https://www.gov.uk/government/publications/dispatch-of-exam-scripts-yellow-label-service
Statutory guidance on school closures
https://www.gov.uk/government/publications/school-organisation-maintained-schools

Ofqual

Joint contingency plan in the event of widespread disruption to the examination system in England, Wales and Northern Ireland
https://www.gov.uk/government/publications/exam-system-contingency-plan-england-wales-and-northern-ireland/joint-contingency-plan-in-the-event-of-widespread-disruption-to-the-examination-system-in-england-wales-and-northern-ireland

JCQ

General regulations for approved centres   http://www.jcq.org.uk/exams-office/general-regulations
Guidance on *alternative site arrangements*http://www.jcq.org.uk/exams-office/forms
Instructions for conducting examinations
http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations
A guide to the special consideration process
http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance

Contingency planning

The qualifications regulators, awarding bodies and government departments responsible for education have prepared and agreed a Joint contingency plan for the examinations system in case of wide scale disruption as a result of a flu pandemic, adverse weather conditions or other event.

The joint contingency plan is designed to ensure consistency of response in the event of major disruption to the examinations system affecting significant numbers of candidates.

In addition, awarding bodies have their own well-established contingency plans in place to respond to disruptions. It is important that exams officers who are facing disruption liaise directly with the relevant awarding body/bodies.

Centres should prepare plans for any disruption to examinations as part of their general emergency planning. It is important to ensure that relevant centre staff are familiar with the plan. Consideration should be given as to how these arrangements will be communicated to candidates, parents and staff should disruption to examinations occur.

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 Joint contingency plan for the examination system in England, Wales and Northern Ireland may be downloaded from the Ofqual website:

https://www.gov.uk/government/publications/exam-system-contingency-plan-englandwales-and-northern-ireland

[Taken directly from JCQ *Instructions for conducting examinations* http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations, page iii]

Appendix 2. Exams Internal Appeals Procedure

The Castle Partnership Trust is committed to ensuring that whenever its staff mark candidates' work this is done fairly, consistently and in accordance with the regulations and 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. The Castle Partnership Trust 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 standardistion will ensure consistency of marking.

If a candidate believes that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure.

N.B: an appeal may only be made against the assessment process and not against the mark to be submitted to the awarding body

1. *Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body.*

2. *Appeals must be made in writing* (using the **internal appeals form**)

3. *The head of centre will appoint a senior member of staff, e.g. an Assistant Head teacher or a Deputy Head teacher, to conduct the investigation. The senior member of staff will not have had any involvement in the internal assessment process for that subject.*

4. *The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the awarding body's specification and subject-specific associated documents.*

5. *The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body, and any changes made to internal assessment procedures.*

6. *The outcome of the appeal will be made known to the head of centre and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any irregularity in procedures to light, the awarding body will be informed.*

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

The above template (in italics) is taken from the JCQ publication *Appeals against internally assessed marks – suggested template for centres (GCSE controlled assessments, GCE coursework, GCE and GCSE non-examination assessments)*

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

The service, *enquiries about results* (EARs), may be requested by centre staff or candidates (or their parents/carers). (EAR service 3 is not available to individual candidates). If a query is raised about a particular examination result, the Exams Officer, teaching staff and head of centre will investigate the feasibility of requesting an enquiry at the centre's expense.

When the centre does not uphold a request from a candidate, the candidate may pay the appropriate fee, and a request will be made to the awarding body on the candidate's behalf.

If the candidate (or their parent/carer) believes there are grounds to appeal against the centre's decision not to support an enquiry, an appeal can be submitted to the centre using the internal appeals form at least one week prior to the internal deadline for submitting an EAR.

Where the head of centre remains dissatisfied after receiving the outcome of an EAR, an appeal will be made to the awarding body, following the guidance in the JCQ publications Post-*results services* http://www.jcq.org.uk/exams-office/post-results-services and *A guide to the awarding bodies' appeals processes* http://www.jcq.org.uk/exams-office/appeals
Where the head of centre is satisfied after receiving the outcome of an EAR, but the internal candidate and/or their parent/carer is not satisfied, they may make a further representation to the head of centre. Following this, the head of centre's decision as to whether to proceed with an appeal will be based upon the centre's internal appeals arrangements. 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 **10 calendar days** of the notification of the outcome of the enquiry. Subject to the head of centre's decision, this will allow the centre to process the appeal and submit to the awarding body within the required 14 calendar days. Awarding body fees which may be charged for the appeal must be paid by the appellant on submission of the internal appeals form. If the appeal is upheld by the awarding body, this fee will be refunded by the awarding body and repaid to the appellant by the centre.

Internal appeals form

This form should be completed in all cases to lodge an appeal.

Please tick to indicate what the appeal is against:
internally assessed marks
the centre decision not to support an enquiry about results
the outcome of an enquiry about results

Name of appellant		Candidate name *if different to appellant*	
Awarding body		Exam paper code	
Subject		Exam paper title	

Please state the grounds for your appeal below:

Continue overleaf if necessary

Appeal against internally assessed marks
Appellant declaration
By signing here, I am confirming I understand the purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body's specification and subject-specific associated documents. I also understand the appeal may only be made against the assessment process not against the mark to be submitted by the centre for moderation by the awarding body.

Signature: Date of signature:

Appeal against the centre decision not to support an enquiry about results
Appellant declaration
By signing here, I am confirming I feel there are grounds to appeal against the centre's decision.

Signature: **Date of signature:**

Appeal against the outcome of an enquiry about results
Appellant declaration
By signing here, I am confirming I understand that the grounds for my appeal must relate to the awarding body's procedures or the application of the post-result service procedures. I also understand that appeals do not generally involve further reviews of marking candidates' work. I also confirm that I will pay in advance any fees which may be charged by the awarding body for the appeal. I understand this fee will be refunded if the appeal is upheld.

Signature: **Date of signature:**

The appellant declaration against the relevant appeal must be signed, dated and returned to the EO, on behalf of the head of centre, to the timescale indicated in the internal appeals procedure.

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

If Access to Script is requested for any qualification, by any person, a request will need to be made to the Exams Officer. They will then need to obtain written permission from the candidate prior to making the request for the script from the appropriate examination board. Candidates who grant their permission have the right to anonymity of their scripts before use.

The internal appeals procedures for this centre have been produced to demonstrate compliance with the publications below.

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

Controlled Assessments, Coursework and Portfolios of Evidence
5.8 **The centre agrees to**
have in place, and be available for inspection purposes, a **written** internal appeals procedure relating to internal assessment decisions and to ensure that details of this procedure are made widely available and accessible to all candidates; (A centre may place its internal appeals procedure on the school/college website or alternatively, the document may be made available to candidates upon request.)

Post-Results Services and Appeals
5.14 The centre agrees to
have available for inspection purposes and draw to the attention of candidates and their parents/carers, a **written** internal appeals procedure to manage disputes when a candidate disagrees with a centre decision not to support an enquiry about results or an appeal; (A centre may place its internal appeals procedure on the school/college website or alternatively the document may be made available to candidates upon request.)

JCQ *Post-results services* http://www.jcq.org.uk/exams-office/post-results-services

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

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

JCQ *A guide to the awarding bodies' appeals processes* http://www.jcq.org.uk/exams-office/appeals
12. Please note that internal candidates and/or their parents/carers are not entitled to appeal directly to the awarding body. Representations must be made to the head of centre where the candidate was

entered or registered. The head of centre's decision as to whether to proceed with an appeal is subject to the centre's internal appeals arrangements.

Ofqual *GCSE, GCE, Principal Learning and Project Code of Practice*

https://www.gov.uk/government/publications/gcse-gce-principal-learning-and-project-code-of-practice

9.13 The awarding organisation must require centres offering its examinations to ensure that they have in place:

iii. a formal, codified procedure for handling disputes when a candidate or carer disagrees with a decision by the centre not to support an enquiry.

Centres must be required to ensure that the procedures are published and made widely available and accessible to all candidates and their carers.

9.14 In deciding whether to support an enquiry or appeal, centres should take account of all relevant factors and afford candidates or their carers a reasonable opportunity to express their views.

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

Further information can be obtained from:

Appeal an exam result https://www.gov.uk/appeal-exam-result

The Appeals Process **http://www.jcq.org.uk/examination-system/the-appeals-process**

Appendix 3. Disability Policy (Exams)

This document is provided as an exams-specific supplement to the *centre-wide accessibility policy/plan* which details how the centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010†.

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

- identifying the need for appropriate arrangements, reasonable adjustments and/or adaptations (referred to in this policy as 'access arrangements')
- requesting access arrangements
- implementing access arrangements and the conduct of exams

The Equality Act 2010 definition of disability

A definition is provided on page 4 of the current JCQ publication *Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments*

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

Identifying the need for access arrangements

Head of centre
- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA
- Ensures the quality of the access arrangements process within the centre
-

Strategic Leadership Team
- Are familiar with the entire contents of the annually updated JCQ publications including GR and AA
- Ensures staff roles, responsibilities and processes in identifying, requesting and implementing access arrangements are clearly defined and documented
- Ensures a policy demonstrating the centre's compliance with relevant legislation is in place
-

Special educational needs coordinator (SENCo)
- Has full knowledge and understanding of the contents, refers to and directs relevant centre staff to the annually updated JCQ publication AA
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file
- Ensures the assessment process is administered in accordance with the regulations
- Leads on the access arrangements process to facilitate access for candidates
- Defines and documents roles, responsibilities and processes in identifying, requesting and implementing access arrangements (*Access arrangements policy*)

- If not the appropriately qualified assessor, works with the person/persons appointed, on all matters relating to assessing candidates and the administration of the assessment process
- Ensures that all assessments carried out and arrangements put in place comply with JCQ and awarding body regulations and guidance
- Ensures arrangements put in place for exams/assessments reflect a candidate's *normal way of working* within the centre
- Ensures the need for access arrangements for a candidate will be considered on a subject by subject basis
- Presents when requested by a JCQ Centre Inspector, evidence of the assessor's qualification
- Works with teaching staff, relevant support staff and the exams officer to ensure centre-delegated and awarding body approved access arrangements are put in place for candidates taking internal and external exams/assessments
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

Teaching staff
- Inform the SENCo of any support that might be needed by a candidate
- Support the SENCo in determining the need for and implementing access arrangements
- Provide information to evidence the normal way of working of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
-

Assessor of candidates with learning difficulties
(An assessor of candidates with learning difficulties will be an appropriately qualified access arrangements assessor/psychologist/specialist assessor)
- Has detailed understanding of the current JCQ publication AA
- Support the SENCo in determining the need for and implementing access arrangements
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate

Requesting access arrangements

Special educational needs coordinator (SENCo)
- Determines if the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or if approval is centre-delegated
- Follows guidance in AA Chapter 8 to process approval applications for access arrangements for GCSE and GCE qualifications
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre
- Maintains a file for each candidate that will include:
  - completed JCQ/awarding body application forms and evidence forms
  - appropriate evidence to support the need for the arrangement where required
  - appropriate evidence to support normal way of working within the centre

- in addition, for GCSE and GCE qualifications (where approval is required), a print out of the AAO approval and a signed data protection notice (which provides candidate consent to their personal details being shared)
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

Exams Officer
- Is familiar with the entire contents of the annually updated JCQ publication <u>GR</u> and is aware of information contained in <u>AA</u> <u>where this may be relevant to the EO role</u>
- Applies for approval where this is required, through *Access arrangements online* (AAO), or through the awarding body where qualifications sit outside the scope of AAO
- Confirms by ticking the *'Confirmation'* box prior to submitting the application for approval that the *'malpractice consequence statement'* has been read and accepted
- Makes an *awarding body referral* through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with the SENCo to ensure AAO approval is in place for early opening of papers where this may be required where the centre is permitted to modify a timetabled written component exam paper (copy on coloured paper, enlarge to A3 or copy to single sided print)
- Following the appropriate process (AAO for GCE and GCSE; *JCQ Form 7* or *Form VQ/EA*), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

Implementing access arrangements and the conduct of exams

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

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

Special educational needs coordinator (SENCo)

- Ensures appropriate arrangements, adjustments and adaptations are in place to facilitate access for candidates where they are disabled within the meaning of the Equality Act (unless a temporary emergency arrangement is required at the time of an exam)
- Is familiar with the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Ensures a candidate is involved in any decisions about arrangements, adjustments and/or adaptations that may be put in place for him/her and ensures the candidate understands what will happen at exam time
- Ensures exam information (JCQ information for candidate's documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Ensures that prior to any arrangements being put in place checks are made that arrangements do not impact on any assessment criteria/competence standards being tested
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage disabled candidates
- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Oral Language Modifier, reader, scribe or Sign Language Interpreter)
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Ensures the facilitator is known by or introduced to the candidate prior to exams
- Ensures a facilitator acting as a prompter is aware of the appropriate way to prompt depending on the needs of the candidate
- Liaises with the EO to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Liaises with the EO where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Liaises with the exams officer (EO) regarding facilitation and invigilation of access arrangement candidates in exams

Exams Officer

- Is familiar with and follows the *Checklist for heads of centre and examination officers – The Equality Act 2010 and conduct of examinations* provided in the current ICE (page 44)
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for disabled candidates to exams
- Ensures cover sheets, where these are required by the arrangement are completed as required by facilitators
- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams
- Liaises with the SENCo to ensure exam information (JCQ information for candidates documents, individual exam timetable etc.) is adapted where this may be required for a disabled candidate to access it
- Liaises with the SENCo regarding the facilitation and invigilation of access arrangement candidates
- Liaises with the SENCo regarding rooming of access arrangement candidates

- Liaises with the SENCo to ensure that invigilators are made aware of the Equality Act 2010 and are trained in disability issues
- Ensures appropriate seating arrangements are in place where different arrangements may need to be made for a candidate to facilitate access to his/her exams
- Ensures invigilators are briefed prior to each exam session of the arrangements in place for a disabled candidate in their exam room
- Checks in advance of dated exams/assessments that modified paper orders have arrived (and if not will contact the awarding body to ensure that papers are available when required)
- Makes modifications that are permitted by the centre (a question paper copied onto coloured paper, an A4 to A3 enlarged paper or a paper printed on single sheets or where a question paper may need to be scanned into PDF format where a candidate is approved the use of a computer reader) that may be required and, where approved, opens the exam question paper packet in the secure room no earlier than 90 minutes prior to the published start time of the exam
- Understands that where permitted/approved, secure exam question paper packets may need to be opened early where preparation is required by the facilitator (Oral Language Modifier, Live Speaker, Sign Language Interpreter only)
- Ensures that the facilitator only has access to the papers one hour prior to the published start time of the exam
- Provides cover sheets prior to the start of an exam where required for particular access arrangements and ensures that these have been fully completed before candidates' scripts are dispatched to examiners/markers
- Prints pre-populated cover sheets from AAO where this is required for GCSE and GCE qualifications
- Has a process in place to deal with emergency (temporary) access arrangements as they arise at the time of exams in terms of rooming and invigilation
- Liaises with the SENCo where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams
- Where required for emergency (temporary) access arrangements, applies for approval through AAO or through the awarding body where qualifications sit outside the scope of AAO

Other relevant centre staff
- Support the SENCo and the Exams Officer to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for disabled candidates to exams

Internal assessments

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

Special educational needs coordinator (SENCo)
- Liaises with teaching staff to implement appropriate access arrangements for candidates
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment

- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)
- Liaises with the teacher where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of his/her formal supervised assessment

Head of department/Faculty (HOD/HOF)
- Support the SENCo in implementing appropriate access arrangements for candidates Provide the SENCo with assessment schedules to ensure arrangements are put in place when required
- Liaise with the SENCo regarding assessment materials that may need to be modified for a candidate
- Provide the SENCo with NEA dates to ensure arrangements are put in place when required

Examinations Officer (EO)
- Ensures cover sheets are completed as required by facilitators

Internal Exams

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

Special educational needs coordinator (SENCo)
- Liaises with teaching staff to implement appropriate access arrangements for candidates

Head of department/Faculty (HoD/HOF)
- Support the SENCo in implementing appropriate access arrangements for candidates
- Provide exam materials that may need to be modified for a candidate

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

Facilitating access arrangements - examples

The following information confirms the centre's good practice in relation to the Equality Act 2010 and the conduct of examinations.
On a candidate by candidate basis, consideration is given to
- adapting assessment arrangements
- adapting assessment materials
- the provision of specialist equipment or adaptation of standard equipment
- adaptation of the physical environment for access purposes

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

Example of candidate need(s)	Arrangements explored	Centre actions
A medical condition which prevents the candidate from taking exams in the centre	Alternative site for the conduct of examinations Supervised rest breaks	*SENCo gathers evidence to support the need for the candidate to take exams at home* *Head of House provides written statement for file to confirm the need* *Approval confirmed by SENCo; AAO approval for both arrangements not required* *Head of House discussion with candidate to confirm the arrangements should be put in place* *EO submits appropriate 'Alternative site for the conduct of exams form'* *EO provides candidate with exam timetable and JCQ information for candidates* *Head of House confirms with candidate the information is understood* *Head of House agrees with candidate that prior to each exam will call to confirm fitness to take exam* *EO allocates invigilator(s) to candidate's timetable; confirms time of collection of exam papers and materials* *Invigilator monitors candidate's condition for each exam and records any issues on incident log* *Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam* *Invigilator briefs EO after each exam on how candidate's performance in exam may have been affected by his/her condition* *EO discusses with Head of House if candidate is eligible for special consideration (candidate present but disadvantaged)* *EO processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence* *Head of House informs candidate that special consideration has been requested*
Persistent and significant difficulties in accessing written text	Reader/computer reader 25% Extra time Separate invigilation within the centre	*Confirms candidate is disabled within the meaning of the Equality Act 2010* *Papers checked for those testing reading* *Computer reader sourced for use in papers (or sections of papers) testing reading OR up to 50% extra time awarded* *Form 8, signed and dated, with Sections A, B and C completed; kept on file with body of supporting evidence, printed approval from AAO and signed data protection notice*

Significant difficulty in concentrating	Prompter Separate invigilation within the centre	*Gathers evidence to support substantial and long term adverse impairment* *Confirms with candidate how and when they will be prompted* *Briefs invigilator to monitor candidate and the method of prompting (call out his name to bring his attention back to the paper - confirms requirement for separate room)*
A wheelchair user	Desk Rooms Facilities Seating arrangements Practical assistant	*Applies for practical assistant to help candidate set up wheelchair and other equipment in a practical assessment; approval automatically fails so awarding body referral lists the tasks that will be performed* *Provides height adjustable desk in exam room* *Allocates exam room on ground floor near adapted bathroom facilities* *Spaces desks to allow wheelchair access* *Seats candidate near exam room door* *Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room* *Practical assistant cover sheet printed from AAO; to be completed by facilitator and inserted inside the candidate's work where this may be applicable to the assessment*

Appendix 4. Access Arrangement Policy

What are access arrangements?

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

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

Reasonable Adjustments

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

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

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

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

[JCQ website An overview]

Purpose of the policy

The purpose of this policy is to confirm that the Castle Partnership Trust fulfils "*its obligations in respect of identifying the need for, requesting and implementing access arrangements."*

[JCQ '*General regulations for approved centres*'Chapter5.5]
This document is further referred to in this policy as GR

The policy is annually reviewed to ensure that arrangements 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
General and Vocational qualifications'
This publication is further referred to in this policy as AA.

Disability policy (exams)

A large part of the access arrangements policy is covered in the Disability policy (exams) which covers staff roles and responsibilities in identifying the need for, requesting and implementing access arrangements and the conduct of exams.

> The Disability policy (Exams) can be found in appendix 3 of the Exams Policy 2016-2017.

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(s) appointed by the head of centre. The assessor(s) is (are) appropriately qualified as required in JCQ regulations as follows:

- *an access arrangements assessor who has successfully completed a post-graduate course at or equivalent to Level 7, including at least 100 hours relating to individual specialist assessment. An access arrangements assessor may conduct assessments to be recorded within Section C of Form 8; and/or*
- *an appropriately qualified psychologist registered with the Health & Care Professions Council who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments; and/or*
- *a specialist assessor with a current SpLD Assessment Practising Certificate, as awarded by Patoss, Dyslexia Action or BDA and listed on the SASC website, who may conduct assessments to be recorded within Section C of Form 8 and where necessary undertake full diagnostic assessments.*

and

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

- *the theoretical basis underlying psychometric tests, such as the concepts of validity and reliability; standard deviations and the normal curve; raw scores, standard scores, quotients, percentiles and age equivalent scores; the concept of statistically significant discrepancies between scores; standard error of measurement and confidence intervals;*
- *the appropriate use of nationally standardised tests for the age group being tested;*
- *the objective administration of attainment tests which can be administered individually. This must include tests of reading accuracy, reading speed, reading comprehension and spelling. Appropriate methods of assessing writing skills, including speed, must also be covered;*
- *the appropriate selection and objective use of tests of cognitive skills, **see paragraph 7.5.12, page 86**;*
- *the ethical administration of testing including the ability to understand the limitation of their own skills and experience, and to define when it is necessary to refer the candidate to an alternative professional...*

[AA 7.3]

Checking the qualification(s) of the assessor(s)

> SENCO checks Specialist Teachers qualifications certification validity, copy of certificate held in the front of the Access Arrangements exam file.

How the assessment process is administered?

> To screen pupils in Year 9 who are on the SEN register and pupils identified/. Students have group screening for reading comprehension, spelling, free writing. Additional tests are then followed up on a 1:1 basis for more specific need i.e processing speed or working memory. Use a designated quiet space where test can be done, all carried out by the Specialist Teacher.

Recording evidence of need and gathering evidence of normal way of working.

> Information is gathered at every assessment point including information from Head of House and Heads of Faculty. Screening happens in Year 7 and this helps us build up an evidence of need. Examples of work and teacher conversations/emails are gathered over time. Specialist Teacher keeps this information in exams file to collate evidence of need. Teachers are also asked to fill out a 'normal way of working' document and to provide evidence where needed for arrangement. Specialist Teacher has all written assessments.

Processing applications for access arrangements

Access arrangements online
Access arrangements online is a tool provided by JCQ member awarding bodies for GCSE and GCE qualifications. This tool also provides the facility to order modified papers for GCSE and GCE qualifications.

> Form 8's written and compiled by Specialist Teacher, these are then forwarded to Exams Officer who applies for AAO, we work collaboratively to ensure student's needs are met and any Awarding Body referrals are dealt with promptly.

Centre-delegated access arrangements

> Evidence is gathered and kept within the exams files.

Word processor policy

An exam candidate may be approved the use of a word processor where this is appropriate to the candidate's needs and not simply because this is the candidate's preferred way of working within the centre.

This can be found in Appendix 5 of the Exams Policy document.

Separate invigilation within the centre

A decision where an exam candidate may be approved separate invigilation within the centre will be based on whether the candidate
- *...has a substantial and long term impairment which has an adverse effect; and*
- *the candidate's normal way of working within the centre.*
  [AA 5.16]

SENCo decision in consultation with Heads of House and Specialist Teacher/SLT.

[see AA 5.16 plus centre-determined criteria]

.

Appendix 5. Word Processor Policy

Introduction

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

References to 'AA' relate to JCQ *Access Arrangements and Reasonable Adjustments 2016/17*and ICE to JCQ *Instructions for conducting examinations 2016/17*.

Purpose of the policy

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

Principles for using a word processor

The Castle Partnership Trust complies with AA chapter 4 *Adjustments for candidates with disabilities and learning difficulties* regulations and guidance as follows:

(AA 4.2.1)
- Candidates with access to word processors are allowed to do so in order to remove barriers for disabled candidates which prevent them from being placed at a substantial disadvantage as a consequence of persistent and significant difficulties
- The use of word processors is only permitted whilst ensuring that the integrity of the assessment is maintained, at the same time as providing access to assessments for a disabled candidate

(AA 4.2.2)
- The use of a word processor is not granted where it will compromise the assessment objectives of the specification in question

(AA 4.2.3)
- Candidates may not require the use of a word processor in each specification. As subjects and their methods of assessments may vary, leading to different demands of our candidates, the need for the use of a word processor is considered on a subject-by-subject basis

(AA 4.2.4)

- The use of a word processor is considered and agreed where appropriate at the start of the course. Candidates are subsequently aware that they will have the use of a word processor for examinations and controlled assessments/coursework
- Candidates are made aware that they will have the use of a word processor for examinations and non-examination assessments (including controlled assessments/coursework)

(AA 4.2.5)
- The use of a word processor for candidates is only granted if it reflects the support given to the candidate as their 'normal way of working', which is defined as support:
  - in the classroom; or
  - working in small groups for reading and/or writing; or
  - literacy support lessons; or
  - literacy intervention strategies; and/or
  - in internal school tests and mock examinations

  The only exception to this is where an arrangement may need to be put in place as a consequence of a temporary injury or impairment at the time of an exam or assessment.

The use of a word processor

The Castle Partnership Trust complies with AA chapter 5 *Access arrangements available* as follows:

(AA 5.8.1)
- Provides a word processor with the spelling and grammar check facility/predictive text disabled (switched off)
- Only grants the use of a word processor to a candidate where it is their normal way of working (see 4.2.5 above) within the centre
- Only grants the use of a word processor to a candidate if it is appropriate to their needs (for example, the quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand)

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

(AA 5.8.2)
- Provides access to word processors to candidates in non-examination assessments (including controlled assessments or coursework) components as standard practice unless prohibited by the specification

(AA 5.8.3)

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

(AA 5.8.4)
- In all cases, ensures that a word processor cover sheet (Form 4) is completed and included with each candidate's typed script
- Ensures in Functional Skills English (Reading and Writing components) the use of a word processor with the spell check facility switched on is permitted for all candidates
- Does not simply grant the use of a word processor to a candidate because he/she prefers to type rather than write or can work faster on a keyboard, or because he/she uses a laptop at home

Word processors and their programmes

The Castle Partnership Trust complies with ICE 8.8 *Word processors* instructions by ensuring:
- word processors are used as a type-writer, not as a database, although standard formatting software is acceptable
- word processors have been cleared of any previously stored data, as must any portable storage medium used
- an unauthorised memory stick is not permitted for use by a candidate
- where required, candidates are provided with a memory stick, which has been cleared of any previously stored data, by a nominated member of centre staff
- word processors are in good working order at the time of the examination
- word processors are accommodated in such a way that other candidates are not disturbed and cannot read the screen
- where a candidate using a word processor is accommodated separately, a separate invigilator is used
- word processors are either connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium
- documents are printed after the examination is over
- candidates are present to verify that the work printed is their own
- word processed scripts are inserted in any answer booklet which contains some of the answers
- word processors are used to produce scripts under secure conditions, and if they are not then the centre is aware that they may be refused by the awarding body
- word processors are not used to perform skills which are being assessed

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

Laptops and tablets

The Castle Partnership Trust further complies with ICE 8.8 instructions by ensuring:
- tablets used during examinations/assessments are designed to run for a long period of time once fully charged and are 'free-standing'
- the battery capacity of all laptops and/or tablets is checked before the candidate's examination(s) with the battery sufficiently charged for the entire duration of the examination
- candidates with fully charged laptops or tablets are given the opportunity to be seated within the main examination hall without the need for separate invigilation and power points
- candidates are reminded that their centre number, candidate number and the unit/component code must appear on each page as a header or footer
- candidates using Notepad or Wordpad software (which do not allow for the insertion of a header or footer) are instructed to handwrite their details as a header or footer once they have finished the examination and printed off their typed script; candidates are also supervised to ensure that they are solely performing this task and not re-reading their answers or amending their work in any way
- candidates are instructed to appropriately number each page
- candidates are instructed to use a minimum 12pt font and double spacing
- invigilators remind candidates to save their work at regular intervals
- where it is possible 'autosave' is set up on each laptop/tablet
- candidates are present at the end of the examination when their script is printed off so they can verify that the work printed is their own

Accommodating word processors in examinations

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

- Candidates using word processors will normally be accommodated in a Computer suite along with those candidates who are using computer readers.

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

- The Castle Partnership Trust uses the same invigilation arrangements for candidates using word processors as we would for those taking an onscreen test with a ratio at least 1 invigilator per 20 candidates.

Other arrangements relating to the use of word processors include:

- Candidates using word processors for exams must use a specially created "Exams" account. This account is restricted and has no access to unsecured areas. The Computer suite being used will have access to the internet disabled. The candidates only have access to this account during their exams as the accounts are enabled and disabled as required.

Appendix 6. Controlled Assessment Policy

This purpose of this policy is to:
- *identify staff responsibilities in planning and managing GCSE controlled assessments;*
    [Taken from JCQ GCSE controlled assessments - Outlining staff responsibilities (editable template)]
- *examine potential risks and issues relating to the implementation of controlled assessment for GCSE qualifications and how these might be managed and mitigated through forward planning and remedial actions.*
    [Taken from JCQ GCSE controlled assessments - Risk management process (editable template)]

This policy complies with JCQ's 2016/17*General Regulations 5.8* in that the centre is required to *"have in place, and be available for inspection purposes, a **written** policy with regard to the management of GCSE controlled assessments".*

This policy does not cover specific *instructions for conducting controlled assessments* which are provided by JCQ and awarding bodies.

Staff responsibilities in planning and managing GCSE controlled assessment (legacy GCSE qualifications)

Strategic Leadership Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.

- At the start of the academic year, begin coordinating with heads of department/subject to schedule controlled assessments. (It is advisable that controlled assessments are spread throughout the academic years of Key Stage 4.)

- Map overall resource management requirements for the academic year. As part of this resolve:

    o clashes/problems over the timing or operation of controlled assessments;
    o issues arising from the need for particular facilities (rooms, IT networks, time out of school etc);

- Ensure that all staff involved have a calendar of events.

- Create, publish and update an internal appeals policy for controlled assessments.

Heads of department/faculty

- Decide on the awarding body and specification for a particular GCSE.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.

- Ensure that individual teachers fully understand their responsibilities with regard to controlled assessment.

- Ensure that individual teachers fully understand the requirements of the awarding body's specification, are familiar with the relevant teachers' notes **and** any other subject specific instructions.

- Where appropriate, develop new assessment tasks or adapt sample awarding body assessment tasks to meet local circumstances, in line with the awarding body's specification and control requirements.

Teaching staff

- Understand and comply with the general guidelines detailed within the JCQ publication *Instructions for conducting controlled assessments*.

- Understand and comply with the awarding body's specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.

- Supply to the exams office details of all unit codes for controlled assessments.

- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.

- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to candidates as the specification allows.

- Ensure that candidates and supervising teachers sign authentication forms on completion of an assessment.

- Mark internally assessed components using the mark scheme provided by the awarding body. Submit marks to the awarding body by the published deadline, keeping a record of the marks awarded.

- Retain candidates' work securely between assessment sessions (if more than one).

- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.

- Ask the appropriate special educational needs coordinator (SENCo) for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.

- Download and distribute marksheets for teaching staff to use.

- **In exceptional circumstances** where controlled assessments cannot be conducted in the classroom, arrange suitable accommodation where controlled assessments can be carried out at the direction of the Strategic Leadership Team.

Special educational needs coordinator (SENCo)

- Ensure access arrangements have been applied for.

- Work with teaching staff to ensure requirements for support staff are met.

Risk management process

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Timetabling			
Controlled assessment schedule clashes with other activities	Plan/establish priorities well ahead (e.g. at the start of the academic year)	Plan dates in consultation with school calendar – negotiate with other parties	SLT/HOF/HOD
Too many controlled assessments close together across GCSE subjects	Plan controlled assessments so they are spaced over the duration of the course	Space controlled assessments to allow candidates sometime between them	SLT/HOF/HOD
Accommodation			
Insufficient space in classrooms for candidates	Once the size of the cohort is known at the start of the year, flag instances where regular classroom space may not be suitable to conduct controlled assessments	Use more than one classroom or multiple sittings where necessary	HOF/HOD
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms / centre facilities		HOF/HOD

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Downloading awarding body set tasks			
IT system unavailable on day of assessment	Download tasks well ahead of scheduled assessment date in all cases	Book IT equipment well ahead and download tasks before scheduled date of assessment	EO/HOF/HOD
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule every year and every session	Ensure teaching staff have access rights for the correct area of awarding body secure extranet sites well ahead of the controlled assessment schedule	EO/HOF/HOD
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	EO
Absent candidates			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		HOF/HOD

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Control levels for task taking			
The assessment is undertaken under incorrect level of control (time, resources, supervision and collaboration)	Ensure teaching staff know what level is applicable and understand what is involved. Provide training if required	Seek guidance from the awarding body	HOF/HOD
Supervision			
Student study diary/plan not provided or completed*	Ensure teaching staff are aware of the need for study diary/plans to be completed early in course	Ensure candidates start, continue and complete study diary/plans that are signed after every session	HOF/HOD
Teaching staff do not understand that the supervision of controlled assessments is their responsibility	Ensure teaching staff fully understand the nature of controlled assessments and their role in supervising assessments		SLT/HOF/HOD
A suitable supervisor has not been arranged for an assessment where teaching staff are **not** supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's		HOF/HOD

	specification		

* Not all GCSE controlled assessments will require the completion of a study diary or study plans

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Task setting			
Teaching staff fail to correctly set tasks	Ensure teaching staff fully understand the task setting arrangements as defined in the awarding body's specification**	Seek guidance from the awarding body	EO/HOF/HOD
Assessments have not been moderated in line with the awarding body's specification	Check specification and plan required moderation appropriately	Seek guidance from the awarding body	SLT/EO/HOF/HOD
Security of materials			
Assessment tasks not kept secure before assessment	Ensure teaching staff fully understand the importance of task security	Contact the awarding body to request/obtain different assessment tasks	HOF/HOD
Candidates' work not kept secure during or after assessment	Define the appropriate level of security, in line with the awarding body's requirements, for each department as necessary	Seek guidance from the awarding body	HOF/HOD

| Insufficient or insecure storage space | Look at provision for suitable storage at the start of the GCSE course | Find alternative storage within the centre | HOF/HOD |

** All tasks whether set by the awarding body or the centre **must** be developed in line with the requirements of the specification.

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Deadlines			
Deadlines not met by candidates	Ensure all candidates are briefed on deadlines and the penalties for not meeting them	Mark what candidates have produced by the deadline Seek guidance from awarding body on further action	HOF/HOD
Deadlines for marking and/or paperwork not met by teaching staff	Ensure teaching staff are given clear deadlines (prior to the awarding body deadline) to complete marking/paperwork (Marks can then be processed and submitted ahead of awarding body deadlines)	Seek guidance from awarding body	EO/HOF/HOD
Authentication			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign	Find candidate and ensure authentication form is signed	EO/HOF/HOD

	Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking		
Teaching staff fail to complete authentication forms or leave before completing the authentication process	Ensure teaching staff fully understand the importance of authentication forms and the requirement of a signature	Return the authentication form to the teacher for signature Ensure authentication forms are signed as work is marked	EO/HOF/HOD

Example risks and issues	Possible remedial action		Staff
	Forward planning	*Action*	
Marking			
Teaching staff interpret marking descriptions incorrectly	Ensure appropriate training and practicing of marking Plan for sampling of marking during the practice phase	Arrange for re-marking Consult the awarding body's specification for appropriate procedures	SLT/HOF/HOD
Centre does not run the standardisation activity as required by the awarding body	Plan against the awarding body's requirements for standardisation, i.e. when and how this activity must be conducted	Check with the awarding body whether a later standardisation event can be arranged	SLT/HOF/HOD

March 2020

Appendix 7. Non-examination assessment policy

What does this policy affect?

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

> *"The regulator's definition of an examination is very narrow and in effect any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions' is classified as non-examination assessment (NEA). 'NEA' therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'."*

[Definition taken directly from the JCQ publication *Instructions for conducting non-examination assessments– Foreword, page 3*]

This publication is further referred to in this policy as NEA

Purpose of the policy

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

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

[*NEA – The basic principles, page 4*]

What are non-examination assessments?

"Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.
There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:
- *task setting;*
- *task taking;*
- *task marking."*

[*NEA – The basic principles, page 4*]

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

The basic principles

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

Strategic Leadership Team (SLT)
- Ensure the correct conduct of non-examination assessments which comply with NEA and awarding body subject-specific instructions
- Ensure the Centre-wide calendar records assessment schedules by the start of the academic year

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

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

Subject Teacher
- Understands and complies with the general instructions as detailed in <u>NEA</u>
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams 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

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

Task setting

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

Issuing of tasks

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

Task Taking

Supervision

Subject Teacher
- Checks the awarding body's subject-specific requirements ensuring candidates take tasks under the required conditions and supervision arrangements
- Ensures there is sufficient supervision to enable the work of a candidate to be authenticated
- Ensures there is sufficient supervision to ensure the work a candidate submits is their own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the JCQ documents *Information for candidates - non-examination assessments* and *Information for candidates - Social Media*
- Ensures candidates understand and comply with the regulations in relevant JCQ documents *Information for candidates*

Advice and feedback

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

Resources

Subject Teacher
- Refers to the awarding body's specification and/or associated documentation to determine if candidates have restricted/unrestricted access to resources when planning and researching their tasks
- Ensures conditions for any formally supervised sessions are known and put in place

- Ensures conditions for any formally supervised sessions are understood and followed by candidates
- Ensures candidates understand that they are not allowed to introduce improved notes or new resources between formally supervised sessions
- Ensures that where appropriate to include references, candidates keep a detailed record of their own research, planning, resources etc.

Word and time limits

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

Collaboration and group work

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

Authentication procedures

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

Presentation of work

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

Keeping materials secure

Subject Teacher
- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in <u>NEA 4.8</u>
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until the closing date for enquiries about results or until the outcome of an enquiry or any subsequent appeal has been conveyed to the centre
- Reminds candidates of the need to keep their own work secure at all times and not share completed or partially completed work on-line, on social media or through any other means
- Liaises with the IT Manager to ensure that appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically

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

Task Marking – externally assessed components

Conduct of externally assessed work

Subject Teacher
- Liaises with the Exams Officer regarding arrangements for the conduct of any externally assessed non-examination component of a specification

- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

Exams Officer
- Arranges timetabling, rooming and invigilation where this is applicable to any externally assessed non-examination component of a specification
- Conducts the externally assessed component within the window specified by the awarding body
- Conducts the externally assessed component according to the JCQ publication *Instructions for conducting examinations*

Submission of work

Subject Teacher
- Provides the attendance register to a Visiting Examiner

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

Task Marking – Internally Assessed Components

Marking and annotation

Subject Teacher
- Marks candidates' work in accordance with the marking criteria provided by the awarding body
- Annotates candidates' work as required to facilitate internal standardisation of marking and enable external moderation to check that marking is in line with the assessment criteria

- Informs candidates of their marks which could be subject to change by the awarding body moderation process
- Ensures candidates are informed in a timely manner to enable an internal appeal to be submitted by a candidate and the outcome known before final marks are submitted to the awarding body

Internal standardisation

Quality Assurance (QA) Lead/Lead Internal Verifier
- Ensures that internal standardisation of marks across assessors and teaching groups takes place as required and to sequence

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

Consortium arrangements

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

Subject Teacher
- Provides marks to the Exams Officer to the internal deadline
- Provides the moderation sample to the Exams Officer to the internal deadline

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

Submission of marks and work for moderation

Subject Teacher
- Inputs and submits marks online via the awarding body secure extranet site, keeping a record of the marks awarded to the external deadline/Provides marks to the Exams Officer to the internal deadline
- Where responsible for marks input, ensures checks are made that marks for any additional candidates are submitted and ensures mark input is checked before submission to avoid transcription errors
- Submits the requested samples of candidates' work to the awarding body moderator by the external deadline, keeping a record of the work submitted/Provides the moderation sample to the Exams Officer to the internal deadline
- Ensures the moderator is provided with authentication of candidates' work, confirmation that internal standardisation has been undertaken and any other subject-specific information where this may be required

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

Storage and retention of work after submission of marks

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

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

External moderation - feedback

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

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

Access arrangements

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

Special Educational Needs Coordinator (SENCo)
- Follows the regulations and guidance in the JCQ publication *Access Arrangements and Reasonable Adjustments*
- Where arrangements do not undermine the integrity of the qualification and is the candidate's normal way of working, will ensure access arrangements are in place and awarding body approval, where required, has been obtained prior to assessments taking place
- Makes subject teachers aware of any access arrangements for eligible candidates which need to be applied to assessments

- Works with subject teachers to ensure requirements for access arrangement candidates requiring the support of a facilitator in assessments are met
- Ensures that staff acting as an access arrangement facilitator are fully trained in their role

Special Consideration

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

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

Malpractice

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

Subject Teacher
- Is aware of the JCQ *Notice to Centres - Teachers sharing assessment material and candidates' work*

- Ensures candidates understand the JCQ document *Information for candidates - non-examination assessments*
- Ensures candidates understand the JCQ document *Information for candidates - Social Media*

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

Enquiries About Results

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

Head of Faculty/Department
- Provides relevant support to subject teachers making decisions about enquiries about results

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

Exams Officer
- Is aware of the individual post-results services available for externally assessed and internally assessed components of non-examination assessments as detailed in the JCQ publication *Post Results Services, Information and guidance for centres*

- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline
- Collects candidate consent where required

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

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

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

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

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

Exams Officer (EO)

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Task setting		
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	*Awarding body key date for accessing/downloading set task noted prior to start of course* *IT systems checked prior to key date* *Alternative IT system used to gain access* *Awarding body contacted to request direct email of task details*	HOF/HOD ST EO
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	*Ensures that subject teachers access awarding body training information, practice materials etc.* *Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification* *Samples assessment criteria in the centre set task*	EO/HOF/HOD HOF/HOD HOF/HOD
Candidates do not understand the marking criteria and what they need to do to gain credit	*A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates* *Records confirm all candidates understand the marking criteria* *Candidates confirm/record they understand the marking criteria*	HOF/HOD ST ST
Subject teacher long term absence during the task setting stage	*See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	SLT
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*	HOF/HOD/ST EO

	remains unresolved	
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*	HOF/HOD
	Course information issued to candidates contains details when set task will be issued and needs to be completed by	HOF/HOD
	Set task accessed well in advance to allow time for planning, resourcing and teaching	HOF/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*	HOF/HOD
	Awarding body guidance sought where this issue remains unresolved	EO
Subject teacher long term absence during the issuing of tasks stage	*See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle*	SLT
Task taking		
Supervision		
Planned assessments clash with other centre or candidate activities	*Assessment plan identified for the start of the course*	SLT/HOF/HOD
	Assessment dates/periods included in centre wide calendar	SLT/HOF/HOD
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*	SLT/HOF/HOD
	Staggered sessions arranged where IT facilities insufficient for number of candidates	SLT/HOF/HOD
	Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	HOF/HOD/EO
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*	HOF/HOD

March 2020

	specification in relation to the supervision of candidates *Confirm subject teachers understand their role and responsibilities as detailed in the centre's non-examination assessment policy*	HOF/HOD
A candidate is suspected of malpractice prior to submitting their work for assessment	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed* *An internal investigation and where appropriate internal disciplinary procedures are followed*	HOF/HOD/EO SLT
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 (chapter 2), to determine the process to be followed to apply for special consideration for the candidate*	HOF/HOD/ ST/EO
Advice and feedback		
Candidate claims appropriate advice and feedback not given by subject teacher prior to starting on their work	*Ensures a centre-wide process is in place for subject teachers to record all information provided to candidates before work begins as part of the centre's quality assurance procedures* *Regular monitoring of subject teacher completed records and sign-off to confirm monitoring activity* *Full records kept detailing all information and advice given to candidates prior to starting on their work as appropriate to the subject and component* *Candidate confirms/records advice and feedback given prior to starting on their work*	SLT HOF/HOD ST ST
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*	SLT HOF/HOD

March 2020

	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	ST
	Candidate confirms/records advice and feedback given during the task-taking stage	ST
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*	SLT
	Records as detailed above are provided to confirm all assistance given	ST
	Where appropriate, a suspected malpractice report is submitted to the awarding body	SLT
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*	ST
	Candidate is again referred to the JCQ document Information for candidates: non-examination assessments	ST
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	ST
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*	ST
	Candidate is again referred to the JCQ document Information for candidates: non-examination assessments	ST
	Candidate's detailed record of his/her own research, planning, resources etc. is regularly checked to ensure continued completion	ST
Candidate joins the course late after formally	*A separate supervised session(s) is arranged for the candidate to catch up*	HOF/HOD

March 2020

supervised task taking has started		
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
An excluded pupil wants to complete his/her non-examination assessment(s)	*The awarding body specification is checked to determine if the specification is available to a candidate outside mainstream education*	EO
	If so, arrangements for supervision, authentication and marking are made separately for the candidate	EO
Resources		
A candidate augments notes and resources between formally supervised sessions	*Preparatory notes and the work to be assessed are collected in and kept secure between formally supervised sessions*	ST
	Where memory sticks are used by candidates, these are collected in and kept secure between formally supervised sessions	ST
	Where work is stored on the centre's network, access for candidates is restricted between formally supervised sessions	ST/TACS
A candidate fails to acknowledge sources on work that is submitted for assessment	*Candidate's detailed record of his/her own research, planning, resources etc. is checked to confirm all the sources used, including books, websites and audio/visual resources*	ST
	Awarding body guidance is sought on whether the work of the candidate should be marked where candidate's detailed records acknowledges sources appropriately	HOF/HOD
	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	HOF/HOD/EO
Word and time limits		

March 2020

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*	HOF/HOD
	Where limits are for guidance only, candidates are discouraged from exceeding them	ST
	Candidates confirm/record any information provided to them on word or time limits is known and understood	ST

Collaboration and group work

| Candidates have worked in groups where the awarding body specification states this is not permitted | *Records confirm the awarding body specification has been checked to determine if group work is permitted* | HOF/HOD |
| | *Awarding body guidance sought where this issue remains unresolved* | EO |

Authentication procedures

A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment Candidate plagiarises other material	*Records confirm subject staff have been made aware of the JCQ document Teachers sharing assessment material and candidates' work*	HOF/HOD
	Records confirm that candidates have been issued with the current JCQ document Information for candidates: non-examination assessments	ST
	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	ST
	The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	ST
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*	ST
	Candidates confirm/record they understand what they need to do to comply with the regulations as	ST

	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*	ST
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*	SLT
Presentation of work		
Candidate does not fully complete the awarding body's cover sheet that is attached to their worked submitted for formal assessment	*Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment*	ST
Keeping materials secure		
Candidates work between formal supervised sessions is not securely stored	*Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments* *Regular monitoring ensures subject teacher use of appropriate secure storage*	HOF/HOD HOF/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*	HOF/HOD HOF/HOD
Task marking – externally assessed components		
A candidate is absent on the day of the examiner visit for an acceptable reason	*Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate* *If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate*	EO EO
A candidate is absent on the	*The candidate is marked absent on the attendance*	ST

day of the examiner visit for an unacceptable reason	*register*	
Task marking – internally assessed components		
A candidate submits little or no work	*Where a candidate submits no work, the candidate is recorded as absent when marks are submitted to the awarding body* *Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body*	ST ST
A candidate is unable to finish their work for unforeseen reason	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for shortfall in work*	HOF/HOD/ ST/EO
The work of a candidate is lost or damaged	*Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for lost or damaged work*	HOF/HOD/ ST/EO
Candidate malpractice is discovered	*Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (chapter 9 Malpractice) are followed* *Investigation and reporting procedures in the current JCQ publication Suspected Malpractice in Examinations and Assessments are followed* *Appropriate internal disciplinary procedures are also followed*	HOF/HOD/ ST/EO SLT SLT
A teacher marks the work of his/her own child	*A conflict of interest is declared by informing the awarding body that a teacher is teaching his/her own child at the start of the course* *Marked work of said child is submitted for moderation whether part of the sample requested or*	EO HOF/HOD/EO

	not	
An extension to the deadline for submission of marks is required for a legitimate reason	*Awarding body is contacted to determine if an extension can be granted*	EO
	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 5), to determine eligibility and the process to be followed for non-examination assessment extension	HOF/HOD
After submission of marks, it is discovered that the wrong task was given to candidates	*Awarding body is contacted for guidance*	EO
	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (chapter 2), to determine eligibility and the process to be followed to apply for special consideration for candidates	HOF/HOD
A candidate wishes to appeal the marks awarded for their work by their teacher	*Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body*	ST
	Records confirm candidates have been informed of their marks	ST
	Candidates are informed that these marks are subject to change through the awarding body's moderation process	ST
	Candidates are informed of their marks at least two weeks prior to the internal deadline set by the exams officer for the submission of marks	ST
	Through the candidate exam handbook, candidates are made aware of the centre's internal appeals procedures and timescale for submitting an appeal prior to the submission of marks to the awarding body	SLT
Deadline for submitting work for formal assessment not met by candidate	*Records confirm deadlines given and understood by candidates at the start of the course*	ST
	Candidates confirm/record deadlines known and understood	ST
		EO

	Depending on the circumstances, awarding body guidance sought to determine if the work can be accepted late for marking providing the awarding body's deadline for submitting marks can be met Decision made (depending on the circumstances) if the work will be accepted late for marking or a mark of zero submitted to the awarding body for the candidate	SLT/HOF/HOD
Deadline for submitting marks and samples of candidates work ignored by subject teacher	Internal/external deadlines are published at the start of each academic year Reminders are issued through Strategic Leadership Team/Head of Faculty/Head of Department as deadlines approach Records confirm deadlines known and understood by subject teachers Where appropriate, internal disciplinary procedures are followed	EO SLT/HOF/HOD HOF/HOD SLT
Subject teacher long term absence during the marking period	See centre's exam contingency plan (Teaching staff extended absence at key points in the exam cycle)	SLT

Appendix 8. Emergency Evacuation Procedure (Exams)

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

When is an emergency evacuation required?

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

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

Emergency evacuation of an exam room

Roles and responsibilities

Head of centre (HOC)
- Ensures the emergency evacuation policy for exams is fit for purpose and complies with relevant health and safety regulation

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

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

Exams officer (EO)

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

Invigilators

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

Other relevant centre staff

- Support the senior leader, SENCo, Exams Officer and invigilators in ensuring the safe emergency evacuation of exam rooms

Emergency evacuation procedure

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

Emergency evacuation procedure
Actions to be taken (as detailed in the current JCQ *Instructions for conducting examinations* chapter18, Emergencies)
Stop the candidates from writing
Collect the attendance register or exam pack front-sheet (in order to ensure all candidates are present)and evacuate the examination room in line with the instructions given by the appropriate authority
Evacuate the examination room in line with the instructions given by the appropriate authority
Candidates should leave the room in silence
Make sure that the candidates are supervised as closely as possible while they are out of the examination room to make sure there is no discussion about the examination
Make a note of the time of the interruption and how long it lasted.
Allow the candidates the full working time set for the examination.
If there are only a few candidates, consider the possibility of taking the candidates (with question papers and scripts) to another place to finish the examination
Make a full report of the incident and of the action taken, and send to the relevant awarding body
Additional centre-specific actions to be taken
Candidates are to assemble in examination groups in the order that they were sat.
The assembly point for exam candidates is with the support staff just outside of the tennis courts at The Castle School away from the rest of the student body.
Support staff are to assist in the supervision of the candidates.

March 2020

Appendix 9. Special Consideration Policy

What is special consideration?

"Special consideration is a post-examination adjustment to a candidate's mark or grade to reflect temporary illness, temporary injury or some other event outside of the candidate's control at the time of the assessment, which has had, or is reasonably likely to have had, a material effect on a candidate's ability to take an assessment or demonstrate his or her normal level of attainment in an assessment.
Special consideration can only seek to go some way to assist a candidate affected by a potentially wide range of difficulties, emotional or physical, which may influence performance in examinations. It cannot remove the difficulty faced by the candidate. There will be situations where candidates should not be entered for an examination. Only minor adjustments can be made to the mark awarded because to do more than this would jeopardize the standard of the examination."

[JCQ *A guide to the special consideration process* Chapter 1]
This document is further referred to in this policy as SC

Purpose of the policy

The purpose of this policy is to identify roles and responsibilities in the special consideration process and confirms that [insert centre name] agrees to *"submit any applications for special consideration where candidates meet the published criteria."*
[JCQ *General regulations for approved centres* Chapter 5]

Eligibility for special consideration

Roles and responsibilities

Head of centre (HOC)
- Is familiar with the contents, refers to and directs relevant centre staff to the annually updated JCQ publication SC
- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies by the Exams Officer

Exams officer (EO)
- Understands the criteria as detailed in SC to determine where candidates will/will not be eligible for special consideration

- Ensures that, where relevant and in eligible situations, applications for special consideration are submitted to awarding bodies

Teaching staff (ST) 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 is applied for in a specific exam series where candidates *"have been fully prepared and have covered the whole course but performance in the examination, or in the production of controlled assessment, coursework or non-examination assessment, is materially affected by adverse circumstances beyond their control."*
[SC 2]

Where a candidate may arrive for an exam 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 he/she to take the exam in the best possible conditions

- a judgement will be made on how the candidate's situation or disposition affected performance in the exam

- where appropriate and where eligible, special consideration is applied for

Where candidates may be affected by a major disturbance in the exam room (emergency evacuation etc.), special consideration is applied for on behalf of all candidates.

Where a candidate takes three or more timetabled exams on the same day and the total duration of all papers is more than 5 hours 30 minutes (GCSE) or more than 6 hours (GCE) including *any approved extra time but not any time taken for supervised rest breaks* special consideration for an allowance on last paper taken is applied for.

Where a candidate is affected by approved Access Arrangements not being put into place, special consideration is applied for.

Where a candidate may be affected by a minor disturbance in the exam room caused by another candidate (momentary bad behaviour, mobile

phone ringing etc.), special consideration cannot be applied for.

Where a candidate suffers from suffers from a serious domestic crisis at the time of an NEA which cannot be taken at another time or at the time of an examination, special consideration is applied for.

If a candidate is absent for acceptable reasons, and the centre can verify this, special consideration is applied for if the exam missed is in the 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 exam series, the centre will make the entry and special consideration is not applied for

Where other issues or problems affect a candidate or a group of candidates, special consideration is explored in SC 5 and applied for where eligible. This might include, for example:
- requesting an honorary certificate
- a short extension to controlled assessment/coursework/non-examination assessment deadlines
- submitting a reduced quantity of controlled assessment/coursework/non-examination assessment (shortfall in work)
- lost or damaged work
- candidates taking an incorrect or defective question paper
- candidates undertaking the wrong controlled assessment assignment

Where a candidate may be eligible for special consideration (a post assessment adjustment) in a vocational qualification, the centre follows SC 7 and awarding body guidance to determine if, when and how an adjustment can be applied for.

Processing applications for special consideration

Roles and Responsibilities

Head of Centre
- Ensures where a candidate may be a relative of the Exams Officer, the application is authorised by an alternative member of centre staff

Exams Officer

- Ensures applications are processed as required by the awarding bodies
- Keeps evidence to support applications on file until after the publication of results
- 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

- 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 are submitted to the relevant awarding body following the published processes in SC.
Evidence to support applications is kept on file until after the publication of results.

Timetabled Written Exams

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

Internally Assessed Work

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

Post Assessment Adjustments – Vocational Qualifications

- Where relevant and eligible, form VQ/SC *Application for special consideration Vocational qualifications* is completed and submitted to the awarding body

Appendix 10. Centre Staff

Head of Centre	Mr. James Lamb
Deputy Head of Centre	Mr. Jamie Wordsworth
Exams Officer	Mrs. Nicole Healy
Strategic Leadership Team	Mr. Dom Beer Mr. Gavin Duenas Mr. Darryl Simpson Mrs. Sarah Sherring
SENCo	Mrs. Emily Higginbottom
Specialist Teacher/Assessor	Mrs. Hannah Hughes

Appendix 11. Escalation Process

Before examinations (Entries and Pre-exams)

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

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

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

Main duties and responsibilities relate to:

- Access arrangements and reasonable adjustments
- Entries

  Additional JCQ publications for reference:
  - Key dates
  - Guidance Notes for Transferred Candidates
  - Alternative Site guidance notes
  - Guidance notes for overnight supervision of candidates with a timetable variation

- Centre assessed work

  Additional JCQ publication for reference:
  - Guidance Notes – Centre Consortium Arrangements

- Candidate information

  Additional JCQ publications for reference:
  - Information for candidates documents
  - Exam Room Posters

Centre-specific information for reference

- Exams Policy

During examinations (Exam time)

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

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

- General Regulations for Approved Centres (sections 3, 5)
- Instructions for conducting examinations (sections 16-31)
- Access Arrangements and Reasonable Adjustments (section 8)
- A guide to the special consideration process (sections 2-7)

Main duties and responsibilities relate to:

- Conducting examinations and assessments

  Additional JCQ publication for reference:
  - Guidance Notes – Very Late Arrival

- Malpractice

- Retention of candidates' work

Centre-specific information for reference

- Exams Policy

After examinations (Results and Post-Results)

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

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

- General Regulations for Approved Centres (section 5)

Main duties and responsibilities relate to:

- Results

  Additional JCQ publication for reference:
  - Release of Results notice

- Post-results services and appeals

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

- Certificates

Centre-specific information for reference

- Exam Policy

Appendix 12. Conflicts of Interest Policy

The Castle School manages conflicts of interest in accordance with the JCQ General Regulations for Approved Centres (section5.3) and a process is in place to manage any potential conflicts of interest.

Process

- A Declaration of Interest form is sent by the Exams Officer to all centre staff and invigilators prior at the beginning of the academic and as new staff come in.

- Any declared personal interest in a candidate is documented on a conflict of interest log which records the nature of potential conflict.

- The log records appropriate controls put in place to mitigate any potential risk to the integrity of the centre in both assessment and later processes such as reviews and appeals.

Appendix 13. Malpractice Policy

The Castle School manages malpractice in accordance with the JCQ General Regulations for Approved Centres (section 5.11). All reasonable steps are taken to prevent any occurrence of malpractice or maladministration before, during and after examinations. Any occurrence is investigated and reported according to regulations. Malpractice includes the use of Artificial Intelligence (AI) in submitted Non-Exam Assessments (NEAs)

Process

As per the regulations, The Castle School will:

- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration involving a candidate or member of staff using the necessary JCQ forms completed by the head of centre.

- Investigate any alleged, suspected or actual incidents of malpractice or maladministration in accordance with the JCQ Suspected Malpractice Policies and Procedures documents.

- Provide all information, advice and evidence required by the awarding body.