

<b>Title</b>	<b>EXAMS POLICY</b>
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<b>Persons consulted</b>	The Exams Office ( <a href="https://www.theexamsoffice.org/">https://www.theexamsoffice.org/</a> )
<b>Adopted by Governors on</b>	
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## REVISION STATUS TABLE

Revision No	Effective Date	Summary of Revision	Reviewed by	Date
V4.0	05/2024	- Updated word processor policy - Additional guidance on Artificial Intelligence - Other minor changes including name of Head	DHU/JLE	04/24
V3.0	05/2023	- Whistleblowing policy added - Other minor changes	DHU/JLE	04/23
V2.0	05/2022	- Removal of some COVID related information / policy	DHU/JLE	04/22
V1.0	05/2021	Rewrite of Exams Policy into current format	DHU/JLE	04/21

## POLICY DOCUMENT ANNUAL REVIEW

This Policy document is subject to an annual review by Holyport College that is formally documented to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements for the forthcoming year. Holyport College reserves the right to amend this Policy by notice following such review in circumstances in which it considers such change to be necessary or appropriate.



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## 1 INTRODUCTION

The purpose of this Exams 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 and candidates

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

The Exam Policy will be reviewed annually.

The Exam Policy will be reviewed by the Exams Officer and Assistant Head Master with responsibility for exams.

## 2 EXAM RESPONSIBILITIES

### Exams Officer

- Manages the administration of public and internal exams;
- Advises the Senior Leadership Team, HODs and subject teachers and other relevant support staff of annual exam timetables and application procedures as set by the various awarding bodies;
- Oversees the production and distribution to staff, governors 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 assessment is 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 in line with JCQ regulations and SENCo advice;
- Identifies and manages exam timetable clashes;
- Line manages the invigilation team, organising the recruitment, training and monitoring a team of exams invigilators responsible for the conduct of exams;
- Submits candidates' coursework/controlled assessment marks, tracks despatch and stores returned coursework 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;
- Ensures that all special considerations for candidates are forwarded to the appropriate Exams Boards with all supporting evidence

### Heads of Department are responsible for:

- Deciding with the Senior Leadership Team which specification will be taught and informing the Exams Officer of any changes;
- Ensuring that all exam codes are correct;

- Liaising with the teachers in their department to make sure that all candidates are entered for the correct exams/tiers; making sure that all the entries are received by the Exams Officer in time, and authorising any late entries if needed/withdrawals;
- Submitting all estimated grades and coursework/NEA/controlled assessment grades to the Exams Officer or directly to the Exam Board if agreed with the Exam Officer;
- Ensuring that all coursework/controlled assessments are marked and dispatched on time;
- Providing the Exams Officer with information to support any Special Consideration applications for NEA/coursework.
- Deciding on individual resit requests at GCSE and A Level in conjunction with the Deputy Headteacher with responsibility for exams.

### **Teachers are responsible for:**

- Identifying and then notifying the SENCo/Inclusion Manager of any concerns regarding individual students who may need access arrangement requirements;
- Provide evidence to support the application to JCQ to the SENCo in a timely manner;

### **The SENCo is responsible for:**

- Identification of candidates that may require access arrangements;
- Arranging for testing of candidates and determining required access arrangements for students;
- Making applications for special consideration using the JCQ publication 'Access arrangements, reasonable adjustments and special consideration'.
- Notifying all staff of a candidate's entitlement to Exam Access Arrangements once confirmed;
- Ensuring that the relevant documentation and evidence is held in accordance with JCQ regulations.
- Provision of additional support, with dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment – to help candidates achieve their course aims.

### **Candidates are responsible for:**

- Confirmation and signing of entries;
- Notifying the Exams Officer of any errors to entries;
- Understanding coursework/NEA regulations and signing a declaration that authenticates the coursework/NEA as their own;
- Informing the centre of any circumstances which may require special consideration to be applied for.

## **3 QUALIFICATIONS**

The qualifications offered at this centre are decided by Heads of Departments and Senior Leadership Team. The qualifications offered are GCSE, GCE and Level 3.

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 specification from the previous year, the Exams Officer must be informed.

Informing the Exams Officer of changes to a specification is the responsibility of the Heads of Department.

Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the Assistant Head Master with responsibility for examinations.

## **4 EXAM SERIES AND TIMETABLES**

### **Exam seasons**

Internal Year 11 and 13 Mock exams and assessments are scheduled in Winter and Year 12 in Summer, all of which are held under external exam conditions. Internal trials for Years 7 to Year 10 are currently determined by the Senior Leadership Team and arranged by the Assistant Head Master with responsibility for exams.

External exams and assessments are scheduled in November, May and June.

The Assistant Head Master for exams decides which exam series are used in the Centre in consultation with the Head Master.

### **Timetables and communication**

In advance of each exam season (mock and external), examination timetables are provided by the Examinations Officer to students and staff.

A member of the Senior Leadership Team will ensure parents receive details of examination arrangements and that all relevant JCQ documentation and candidate notices are provided in line with JCQ regulations.

In advance of each exam season supporting guidance for students and/or parents is provided by the appropriate member of the Senior Leadership Team.

Information will be published on the school website.

## **5 ENTRIES, ENTRY DETAILS AND LATE ENTRIES, INCLUDING RETAKES**

Candidates are selected for their exam entries by Heads of Department. Entry deadlines are sent to Heads of Department by email.

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

The Centre only accepts entries from external candidates where there is an existing relationship, for example a former student wishing to return the following year for a re-sit.

The Centre does not act as an exam centre for other organisations.

GCSE retakes will be permitted under exceptional circumstances. Decisions regarding individual retakes will be taken by the Deputy Headteacher (exams) after consultation with the Head of Department. Parents/students may request a retake. These are paid for by the candidates.

There is no restriction on the number of A-level retakes. These are paid for by the candidates. A-Level retake decisions will be made in consultation with candidates, subject teachers and Heads of Department.

## **6 EXAM FEES**

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes, provided these are made within the time allowed by the awarding bodies. Departments may be charged for late withdrawals or changes which incur a cost to the school.

GCSE entry exam fees are paid by the centre the first time.

AS entry exam fees are paid by the centre the first time.

A-Level entry exam fees are paid by the Centre the first time.

Late entry or amendment fees are paid by the Departments.

Fee reimbursements are sought from internal candidates under the following circumstances:

- those who decide to sit an exam after the late entry deadline;
- those who decide to withdraw after the withdrawal deadline;
- those who fail to sit an exam

Re-sit fees are paid by the candidates. Consideration will be given to pupil premium students.

## **7 EQUALITY ACT**

All exam centre staff must ensure that they meet the requirements of the Equality Act (2010) and Holyport College Whole School Equality Policy.

A person has a disability under the Equality Act 2010 if she/he has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on her/his ability to do normal day-to-day activities.

To find out more about the requirements of the Equality Act visit the information pages on the .GOV website.

The centre will meet the disability provisions under the Equality Act 2010, by ensuring that the Exams Centre is accessible and improving candidate experience. This is the responsibility of the Head of Centre and Exams Officer.

## **8 ACCESS ARRANGEMENTS**

Some candidates may be entitled to access arrangements which allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. This can occur where a candidate has a significant difficulty or disability which has a clear, measurable and substantial adverse effect on their performance. The Centre has a responsibility to clearly explain candidates' normal way of working, and to clearly demonstrate the need for any access arrangements.

It is the responsibility of the SENCo to arrange for assessment whether candidates should be entitled to access arrangements, and to store all relevant evidence. If parents have concerns regarding their son/daughter, they should contact the SENCo. The Centre does not accept privately commissioned assessments or reports.

If the SENCo believes that a candidate should be entitled to access arrangements, she/he must arrange for a qualified person to assess the student and determine what access arrangements ensures that 'barriers to assessment are removed for a disabled candidate preventing him/her from being placed at a substantial disadvantage'. The SENCo will submit access arrangement applications to the Awarding Body(ies) in line with published deadlines and inform the Exams Officer and Heads of Department and teaching staff where access arrangements have been granted to allow them to make all necessary arrangements.

Where a candidate suffers a temporary injury or impairment, the SENCo in consultation with the Exams Officer will investigate whether access arrangements are appropriate.

The Exams Officer is responsible for ensuring that approved access arrangements are provided for candidates taking exams, including rooming, invigilation, and appropriate support.

## **9 CONTINGENCY PLANNING**

Contingency planning for exams administration is the responsibility of the Assistant Head Master (exams).

## **10 MANAGING INVIGILATORS**

The school's invigilators will be used for internal exams and external exams.

Recruitment of invigilators is the responsibility of the Exams Officer.

Securing the necessary Disclosure Barring Service (DBS) clearance for new invigilators is the responsibility of Human Resources.

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



Invigilators are timetabled and briefed by the Exams Officer.

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

Invigilators will be observed at least once during each exam season.

## **11 MALPRACTICE**

The Exams Officer is responsible for investigating suspected malpractice and reporting to the Head of Centre.

In accordance with regulations the College will:

### **General principles**

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after the determination of grades process
- Inform the awarding body immediately of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff
- As required by an awarding body, investigate any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication "[JCQ Suspected Malpractice: Policies and Procedures 2023-2024](#)" and provide such information and advice as the awarding body may reasonably require

### **Reporting malpractice**

#### **Candidates**

- Where a candidate might attempt to gain an unfair advantage during the centre's process on the determination of grades by, for example, submitting fabricated evidence or plagiarised work, or any other act deemed as malpractice.
- Where a candidate, or an individual acting on their behalf such as a parent/carer, might try to influence grade decisions by applying pressure to the centre or any of its staff, the College will keep and retain clear and reliable records of the circumstances and the steps taken, and make the candidate aware of the outcome.
- If a candidate or an individual acting on their behalf continues to inappropriately attempt to pressure centre staff, a report of suspected candidate malpractice will be submitted to the relevant awarding body.

#### **Centre staff**

The College will report any instances of potential malpractice (which includes maladministration) where any centre staff fail to follow the published requirements for determining grades.



Examples of potential malpractice taken from JCQ guidance are:

- Exam entries are created for students who had not studied the course of entry or had not intended to enter for June 2024.
- Grades created for students who have not been taught sufficient content to provide the basis for the grade.
- A teacher deliberately and inappropriately disregarding the centre's published policy when determining grades
- A teacher fabricating evidence of candidate performance to support an inflated grade
- A teacher deliberately providing inappropriate levels of support before or during an assessment, including deliberate disclosure of mark schemes and assessment materials, to support an inflated grade
- A teacher intentionally submitting inflated grades
- A failure to retain evidence used in the determination of grades in accordance with the JCQ grading guidance
- A systematic failure to follow the centre's policy in relation to the application of Access Arrangements or Special Consideration arrangements for students in relation to assessments used to determine grades
- A failure to take reasonable steps to authenticate student work
- A failure to appropriately manage Conflicts of Interest (COIs) within a centre
- A Head of Centre's failure to submit the required declaration when submitting their grades
- Grades being released to students (or their parents/carers) before the issue of results
- Failure to conduct a centre review or submit an appeal when requested to do so by a student

## **12 EXAM DAYS**

The Exams Officer will liaise with Assistant Head Master (exams) to book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator.

The Exams Officer will liaise with the Site Manager for the setting up of the exam venues.

The Exams Officer or nominated invigilator will start all exams in accordance with JCQ guidelines.

In practical exams subject teachers may be on hand in case of any technical difficulties otherwise teaching staff may not be present in any exam room in line with JCQ regulations.

Senior members of centre staff approved by the head of centre, who have not taught the subject being examined, may be present at the start of the examination(s). To identify and settle candidates and instil discipline.

For internal exams only, a relevant subject teacher may be available to read out any subject-specific instructions and start the exam, if required.

Papers will be distributed to Heads of Department 24 hrs after the exam session.

## **13 CANDIDATES AND IDENTIFYING CANDIDATES**

The Centre's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. JCQ regulations, regarding for example possession of mobile phones, watches in an exam room, must be adhered to by students.

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 are expected to stay for the full exam time (including any approved extra time access arrangements) at the discretion of the Exams Officer or Lead invigilator.

Note: candidates may only leave the exam room for a genuine purpose and are required to return immediately to the exam room. They must be accompanied by a member of staff at all times.

The Exams Officer is responsible for handling late or absent candidates on exam day or subsequently.

Senior Leadership Team confirm the identity of the students prior to entry in the Exam Hall.

### **Clash Candidates**

The Exams Officer will be responsible for making arrangements for students with clashes as necessary, for example on-site supervision between sessions, identifying a secure venue and arranging overnight stays.

### **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 by providing a letter from the candidate's doctor.

The Exams Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the exam.

### **Private candidates**

Managing private candidates, where accepted, is the responsibility of the Exams Officer.

## 14 INTERNAL ASSESSMENTS/NEA AND APPEALS

Non-examination Assessments (NEA) are often referred to as internal assessment or coursework. These form part of the whole qualification and assessment process and are subject to JCQ regulations.

It is the duty of Heads of Departments to ensure that all NEA work is ready for despatch at the correct time. The Exams Officer will assist by keeping a record of each despatch, including the recipient details and the date and time sent.

Heads of Department/teachers must indicate to students how they have done in internal assessments, however, students must also be aware that this mark is preliminary and may change due to moderation. Marks for all internally assessed work and estimated grades are provided to the Exams Officer by the Heads of Department. The Head of Department will keep a copy of these marks and the process used to arrive at them to enable candidates to request a review of the centre's marking prior to the marks being submitted to the awarding body, should they wish to do so.

### **Appeals against internal (non-examination) assessments**

The process for managing appeals against internal assessments is detailed in a separate appeals policy. (See Appendix 1).

Appeals against internal assessments and the internal review process must be made prior to an awarding body's date for submitting marks. Heads of Department are responsible for ensuring that students are notified of their marks and given a clear date which takes into account the time it will take to review any marks and submit the final marks to the awarding body by the published deadline.

## 15 RESULTS

### **Results, enquiries about results (EARs) and access to scripts (ATS)**

Candidates will receive individual result slips on results days, in person at the Centre.

Arrangements for the centre to be open on results days are made by the Assistant Head Master (Exams).

The provision of staff for handing out results on results day is the responsibility of the Assistant Head Master (Exams).

### **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. The candidate's consent is required before any EAR is requested.

If a student is unhappy with their results the candidate may apply to have an enquiry carried out. In the majority of cases they will be charged. In exceptional circumstances, the Exams Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a Review of Marking at the Centre's expense.

Written permission must be obtained from the student and payment must be made before an EAR is requested.

Where papers are remarked, results can go down as well as up.

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

After the release of results, candidates may ask subject staff to request the return of papers by the deadline set by the Exam Board. There will be a charge to the student for this service. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained and the appropriate form signed. This will be charged to the Department.

A Review of Marking cannot be applied for once a script has been returned.

## **16 CERTIFICATES**

Certificates will be issued, signed for and dated in school to candidates who have remained on the school roll. Certificates for those who do not return to school will be posted using the signed for service on request and with payment of a fee to cover the postage.

Certificates can be collected on behalf of a candidate by third parties, provided they have written authorisation to do so.

The Centre retains certificates for one year in line with JCQ regulations. After this time the certificates may be destroyed (using a confidential method) – a record of destroyed certificates must be retained.

## **17 EMERGENCY PROCEDURE**

In the unlikely event of a fire alarm, bomb alert or other serious emergency during an exam, the following will apply:

- If the fire alarm goes off, the invigilators will be informed by the Exams Officer or member of Senior Leadership if the candidates need to evacuate;
- Once it has been established that evacuation of the building is required, the candidates will be asked to stop writing and close their booklets. The invigilators will make a note of the time;
- The candidates must leave their question and answer papers along with any equipment on their desks. All personal possessions are to remain in the room;
- The candidates will be reminded that they can be disqualified if they communicate with each other or any other person at ANY time whilst outside of the examinations room or in the process of returning to the examinations room;



- The candidates will be asked to leave the room quickly and quietly in single file and in their seating order;
- The invigilators/staff will accompany the candidates at all times;
- They will be accompanied to the Tennis Courts away from other students;
- A note will be made of how much time the candidates are out of the exam room;
- An attendance register using the seating plan will be taken and the invigilator will ensure that the candidates are lined up in that order;
- During the period of evacuation an invigilator will stay local to the examination room to ensure security of papers, if it is safe to do so;
- When instructions are given, the candidates undertaking exams will be dismissed from the allocated area first and should return to the examination room in silence;
- The attendance register will be retaken to ensure all the candidates have returned to the exams room;
- The exam will recommence allowing the candidates to have the correct remaining amount of time to finish the examination;
- A report will be completed by the Exams Officer detailing the incident.

## **18 COMMUNICATION OF POLICY**

This policy will be published on the school website.

## **19 EVIDENCE OF IMPLEMENTATION**

Governors may ask the Exams Officer for a report on the implementation of the policy and any issues arising from the public examinations process and any inspections that have been carried out.

## **20 REVIEW**

This policy will be reviewed every year by SLT.

## APPENDIX 1

### **Internal Assessment Appeals Procedure – centre assessed marks (GCE coursework, GCE and GCSE non-examination assessments and Project qualifications)**

Holyport College is committed to ensuring that whenever its staff mark candidates' work this is done fairly consistently and in accordance with the awarding body's specification and subject-specific associated documents.

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

Holyport College will:

- ensure that candidates are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body;
- inform candidates that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment;
- having received a request for copies of materials, promptly make them available to the candidate;
- provide candidates with sufficient time in order to allow them to review copies of materials and reach a decision;
- provide a clear deadline for candidates to submit a request for a review of the centre's marking. Requests will not be accepted after this deadline. Requests must be made in writing;
- allow sufficient time for the review to be carried out, to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline;
- Holyport College will ensure that the review of marking is carried out by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate and has no personal interest in the review;
- will instruct the reviewer to ensure that the candidate's mark is consistent with the standard set by the centre;
- will inform the candidate in writing of the outcome of the review of the centre's marking.

A student or parent wishing to appeal against the procedures used in internal assessments should contact the Examinations Officer, as soon as possible to discuss the appeal, and a written appeal, stating the details of the complaint and the reasons for the appeal, must be received by the School within 5 working days of receiving the mark for the internal assessment.

The Assistant Headteacher responsible for exams will lead this process, and will be responsible for disseminating information to all students (and their parents/carers) about

the appeals procedures and for informing the Head Master of the existence and outcome of any such appeals.

On receipt of a written appeal, an enquiry into the internal assessment will be conducted by an assessor who has appropriate competence, has had no previous involvement in the assessment of that candidate for the component question, and has no personal interest in the outcome of the review. This enquiry will consider whether the mark that has been awarded is in line with the standard set for other candidates at the school. It will take into account

- the candidate's work (where the evidence of this is ephemeral, for example in Drama or Music, then the recording of the work should be given to the reviewer);
- the mark sheet completed by the teacher with usually shows the breakdown of marks per Assessment Objective (AO) or section of the mark scheme;
- information regarding any internal standardisation to ascertain whether consistent standards were applied by the original marker to the candidate's work; and
- any comments/annotation made by the teacher during the marking process.

The candidate will be informed in writing of the outcome of the appeal, including details of any relevant communication with the reviewer and or any steps taken to further protect the interests of the candidates.

The outcome of the review of the centre's marking will be made known to the head of centre. A written record of the review will be kept and made available to the awarding body upon request.

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

### **Information for Students**

If at any stage during your exam courses you have concerns about the procedures used in assessing your internally marked work for public exams (e.g. coursework/portfolio/projects/performance), you should first speak with your subject teacher and/or your form tutor and discuss the matter fully with him/her. Hopefully this will resolve the situation. If you are still unhappy, you should then see the Examinations Officer as soon as possible.

### **External Assessment Appeals Procedure (Review of Marking)**

Each Awarding Body publishes procedures for appeals against its decisions, and the Examinations Officer will be able to advise students and parents of these procedures.

Where a candidate is unhappy with the mark awarded for a particular exam unit or the overall grade for a subject a clerical check or Review of Marking) often referred to as a re-mark) may be requested via the Exams Office. The candidate will be required to acknowledge that his/her grade may be confirmed, raised or lowered and will be responsible for paying the relevant fee at the time of the request. The decision as to whether to support such an enquiry will be made by Holyport College on the basis of several factors, including knowledge of the exam system and professional judgement.





## Internal Marking Appeal Request Form

Name of Student: \_\_\_\_\_ Candidate No: \_\_\_\_\_

Exam Board: \_\_\_\_\_ Subject: \_\_\_\_\_

Module: \_\_\_\_\_ Series: \_\_\_\_\_

Mark Recorded by Centre: \_\_\_\_\_

Have you had access to, or seen copies of, your marked assessment materials with comments recorded by the Centre	Y/N
NB Original work/materials can only be viewed on site and under the supervision of a member of staff	
Have you seen the mark scheme or assessment criteria?	Y/N

Please give your reasons for requesting an appeal against the procedures used for the internal assessment. Please refer to the mark scheme/assessment criteria and highlight where you feel that insufficient credit has been given.

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I confirm that I am aware of the JCQ/Exam Board guidance and the Holyport College policy, I agree to meet all costs involved if the appeal does not result in an increase in the mark awarded.

I am aware that the moderation process carried out by the awarding bodies may result in a mark change, either upwards or downwards, even after an internal review

Name: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2 Controlled Assessment Policy

### Procedure

Departments arrange the Controlled Assessment/Internal Assessment/NEA in consultation with the Assistant Head Master (exams).

### Setting Assessments

- Departments must check whether tasks are to be set by the Awarding Body or by departments themselves. This information is contained in the subject specifications.
- Teaching and Controlled Assessment must be entirely separate.
- Candidates should know the assessment criteria.
- All assessments must be set in line with the Awarding Body specification and procedures.

### Completing Controlled Assessments

- Awarding Bodies will impose a high, medium or low level of control.
- The Learning Leader must ensure that they are fully aware of the appropriate level of control set by the Exam Board and the requirements that teachers and students must follow.
- The JCQ instructions for conducting non-examination assessments must be followed.
- If necessary the Learning Leader must arrange with the Exams Officer for provision of material (e.g. JCQ posters), supervision by invigilators and any materials provided by the Exam Board (e.g. registers)

### Students with Extra Time

- Many students are entitled to up to 25% extra time in their examinations. They are also entitled to that 25% extra for Controlled assessment. Subject teachers should ensure that appropriate arrangements are in place to ensure they have their extra time. One way to manage this is to have a longer window for Controlled Assessment than most students will need. Most students will therefore finish their Controlled Assessment early, and can move onto other tasks set by the teacher. Those who require extra time, or who have missed lessons, can then complete their Controlled Assessment in the window available.
- The SENCo will ensure that teachers have the names of these students.

### Use of Images

Where learners include videos or photos of themselves to be used in Controlled Assessments, subject teachers must check with the Data Officer that consent has been given by parents/carers. No videos or photos of students may be used without parental consent.

### Security

- Work may be stored by subject departments if this is in line with the Exam Board regulations.
- Written work must be secured in a locked metal cabinet.
- Where there is a practical need, materials can be left in a locked classroom from the end of one session to the start of the next. This may also happen where materials need to dry overnight etc.

## Authentication Procedures

- Work must be authenticated by candidates and teachers, using the authentication form produced by awarding bodies. If a form is not provided students must be asked to sign a form stating that the work is their own unaided work and teachers must sign to confirm that the work is solely the students and was carried out under the required conditions.
- Where work has not been authenticated, Awarding Body will give 0 marks.

## Internal and External Standardisation

- There must be one person in overall charge of standardisation for each specification (usually the HOD)
- Refer to Awarding Body specifications and to JCQ instructions for conducting non-examination assessments.
- There should be trial marking exercises before marking of all scripts.
- Details on annotation are included in the JCQ instructions for conducting non-examination Assessments.
- Departments must retain evidence that internal standardisation has been carried out.
- Procedures for external standardisation are similar to coursework.

## Submission of Marks

- Marks must be submitted to the Awarding Body by the required date.
- Samples required for external moderation must be despatched.
- Those not required for moderation must be stored securely until all possible post-results services have been exhausted.
- Assessments can be returned after the deadline for enquiries about results has passed or after an enquiry about results has been exhausted.

## Malpractice

Candidates must not:

- Submit work which isn't their own.
- Lend their work to others.
- Allow others to use their own independent sourced material.
- Use any information with attribution.
- Any malpractice must be reported to the Examinations Officer.

## Miscellaneous Assessment Issues

- Candidates may appeal against the marks awarded by the school using the school's Appeals Procedure (see Appendix 1).
- Candidates suffering prolonged absence may be able to submit a reduced quantity of work provided all assessment objectives have been covered. A special consideration form exists for this.

## Staff Responsibilities for GCSE Controlled Assessment

### Heads of Department

- Ensure that the assessment is conducted in accordance with the Awarding Body specification and JCQ regulations.

- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to assessment.
- Ensure that individual teachers understand the requirements of the Awarding Body's specification, JCQ regulations and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample Awarding Body assessment tasks to meet local circumstances, in line with Awarding Body specifications and control requirements.
- Supply to the Exams Officer details of all unit codes for Controlled Assessments and if needed arrange provision of materials and invigilator supervisions with the Exams Officer.

## Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication instructions for conducting Non-examination Assessments.
- Understand and comply with the Awarding Body specification for conducting Assessments, including any subject-specific instructions, teachers' notes or additional information on the Awarding Body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials 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 students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the Awarding Body. Submit marks through the exams office to the Awarding Body when required, 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 SENCo for any assistance required for the administration and management of access arrangements e.g. for students with Special Educational Needs, who need laptops, or who have been granted extra time.

## Exams Officer

- Enter students for individual units, whether assessed by internal assessment, external exam or on-screen test, before the deadline for final entries.
- 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 registers for teaching staff to use, and collect and send registers to awarding bodies before deadlines.
- Organise collection and sending of Assessment samples required by the external moderator.
- On the few occasions where Assessment cannot be conducted in the classroom, arrange suitable accommodations where Assessment can be carried out at the direction of the senior leadership team.
- Support the SENCo in ensuring that access arrangements have been applied for.
- Ensure access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them, where this support is above and beyond the support such students normally receive in lessons.

### **SENCo**

- Ensure access arrangements have been applied for.
- Support the Examinations Officer to ensure that access arrangements granted by the Awarding Bodies are met, including providing support staff for students who are entitled to them.

## APPENDIX 3

### Controlled Assessment Risk Management Process

	Remedial Action		Staff
	Forward planning	Action	
<b>Tmetabling</b>			
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	
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 adequate time between them	
<b>Accommodation</b>			
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	
Insufficient facilities for all candidates	Careful planning ahead and booking of rooms/centre facilities		
<b>Control levels for task taking</b>			
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	
<b>Absent candidates</b>			
Candidates absent for all or part of assessment (various reasons)	Plan alternative session(s) for candidates		
<b>Downloading awarding body set tasks</b>			
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	
Teaching staff unable to access task details	Test secure access rights ahead of controlled assessment schedule	Ensure teaching staff have access rights for the correct area of awarding	

	every year and every session	body secure extranet sites well ahead of the controlled assessment schedule	
Loss of task details in transmission	Download tasks well ahead of scheduled assessment date	Contact awarding body and ask for replacement task; download again	
<b>Supervision</b>			
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		
A suitable supervisor has not been arranged for an assessment where teaching staff are <b>not</b> supervising	A suitable supervisor must be arranged for any controlled assessment session where a teacher is not supervising, in line with the awarding body's specification		
<b>Task setting</b>			
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	
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	
<b>Security of materials</b>			
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	Exams Officer
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	Exams Officer
Insufficient or insecure storage space	Look at provision for suitable storage at the start of the GCSE course	Find alternative storage within the centre	Exams Officer
<b>Deadlines</b>			



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	
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	
<b>Authentication</b>			
Candidate fails to sign authentication form	Ensure all candidates have authentication forms to sign Ensure that the authentication form is securely attached to their work when it is completed and handed in for marking	Find candidate and ensure authentication form is signed	
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	
<b>Marking</b>			
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	
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	



## **APPENDIX 4**

### **Exam Contingency Plan**

#### **Purpose of the plan**

This plan examines the potential risks and issues that could cause disruption to the exams process at Holyport College. 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 **Ofqual** Exam system contingency plan: England, Wales and Northern Ireland which provides guidance in the publication what schools and colleges and other centres should do if exams or other assessments are seriously disrupted and the JCQ Joint Contingency Plan in the event of widespread disruption to the Examination System in England, Wales and Northern Ireland.

This plan also confirms Holyport College is compliant with the JCQ regulation (section 5.3, General Regulations for Approved Centres 2023-24) in that the centre has in place a written examination contingency plan which covers all aspects of examination administration. This will allow members of the senior leadership team to act immediately in the event of an emergency or staff absence. The examination contingency plan should reinforce procedures in the event of the centre being unavailable for examinations, or on results day, owing to an unforeseen emergency.

#### **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:

1. Planning
  - annual data collection exercise not undertaken to collate information on qualifications and awarding body specifications being delivered.
  - annual exams plan not produced identifying key tasks, key dates and deadlines.
  - sufficient invigilators not recruited or trained.
2. 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/assessments.
  - awarding body entry deadlines missed or late or other penalty fees being incurred.
3. 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
  - confidential 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.
4. 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 to awarding bodies.
5. Results and post-results
- access to examination results affecting the distribution of results to candidates.
  - the facilitation of the post-results services.

#### Centre actions:

- Assistant Headteacher (Exams) trained to fulfil the JCQ requirement to acquire an adequate knowledge and understanding of JCQ regulations and awarding body processes
- Assistant Headteacher (Exams) to liaise with Data Officer over entries.
- Exams Officer to ensure essential information is available to Assistant Headteacher (Exams)
- Data Officer to liaise with Assistant Headteacher (Exams) regarding pre-exam administration.
- Assistant Headteacher (Exams) to liaise with Line Manager and invigilators re exam time issues and results.

Exams Officer to ensure Exam Cycle, key dates, policies and procedures are up to date at all times.

## **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 arrangements.
  - 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 (facilitators) providing support to access arrangement candidates not allocated and trained.
- Exam time
  - access arrangements candidate support not arranged for exam rooms.

### Centre actions:

- The absence of the SENCO would be covered by the Founding Head Master who would liaise with HoDs re supplying information on evidence of need.
- Exams Officer to arrange assessments for candidates who may require Access Arrangements.
- Exams Officer to liaise with Founding Head Master to arrange all aspects of Access Arrangements.
- Exams Officer to ensure essential information is available to Founding Head Master.
- SENCO to ensure all information on assessments and evidence of need is up to date at all times.
- Exams Officer to ensure exams cycle, policies and procedures are up to date at all times.

### **3. Heads of Department 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 exam 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
- Candidates not being informed of centre assessed marks before marks are submitted to the awarding body and therefore not being able to consider appealing internal assessment decisions and requesting a review of the centre's marking
- Internal assessment marks and candidates' work not provided to meet awarding body submission deadlines

##### Centre actions:

- Exams Officer to ensure early requests from HoDs for all information required.
- Assistant Headteacher (Exams) to ensure continuity by liaising with senior member of departmental teaching staff who takes responsibility of the actions above.
- Awarding bodies will be informed of any potential issues as soon as possible.

### **4. Invigilators – lack of appropriately trained invigilators or invigilator absence**

#### Criteria for implementation of the plan

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

## Centre actions:

- Exams Officer to provide annual training for invigilators in March/April.
- Invigilators to provide dates of availability prior to shifts being allocated.
- Encourage invigilators to phone/email Exams Officer early if unable to attend the assigned exam.
- Where possible, Exams Officer to allocate a 'spare' invigilator for each exam room in addition to those already allocated. This would allow the 'spare' invigilator to be used in the absence of an invigilator already allocated, preventing the ratio of students : invigilators being compromised.
- Exams Officer to provide training for LSAs and admin support staff as necessary.

## **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:

- Pre-planning at all stages is essential.
- Assistant Headteacher (Exams) and Exams Officer to review all stages of the process on a regular basis.
- Head of Centre to seek alternative premises if school buildings cannot be used, contingency venues would be Eton College.
- Exams Officer to ensure Incident Log is in place and completed.

## **6. Failure of IT systems**

### Criteria for implementation of the plan

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

## Centre actions:

- Ensure where possible, entries are inputted well before deadlines.
- Assistant Headteacher (Exams) and Exams Officer to liaise with IT Manager.
- Exams Officer to contact exam boards for advice on alternative route for dissemination of results.

## **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:

- If the fire alarm sounds the Exams Officer will immediately enter the main exam room and note the time of the alarm. The HOC will liaise with the Exams Officer regarding the necessity for stopping the exam and evacuating the building. If the need arises for an evacuation, the normal school fire evacuation procedures for examinations will apply.
- Once the all clear has been given, candidates return to the venue and continue with the exam(s).
- If re-entry cannot be secured to complete the exam(s). The Exams Officer will contact the Exam Boards and apply for special consideration for all affected candidates.
- If it is a lockdown, all students will be kept in the exam venues away from doors and windows. The exam board will be notified as soon as it is safe to do so.

## **8. Disruption of teaching time in the weeks before an exam – centre closed for an extended period**

### Criteria for implementation of the plan

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

### Centre actions:

- Where there is disruption to teaching time and students miss teaching and learning, it remains the responsibility of centres to prepare students, as usual, for examinations
- Members of the Senior Leadership Team will communicate with staff, parents, carers and students about the potential for disruption to teaching time.
- Centre to put plans in place to facilitate alternative methods of learning
- Exams Officer to notify exam boards as appropriate.

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

### Criteria for implementation of the plan

- Candidates do not turn up for an exam
- Candidates turn up for an exam that they are not entered for
- Candidates are entered for the wrong paper
- Candidates are taken ill during an exam
- Awarding Body communications systems fail – online exams

### Centre actions:

- Candidates to contact the Exams Officer as soon as crisis is known, if they are unable to attend they can be given the opportunity to sit at the next available series/or special considerations can be applied if the student meets the minimum requirements. Students can be admitted up to 1 hour after the published start of the exam.
- Check with subject leader. Find a paper, seat them, amend attendance list and make entry.

- Contact subject leader to confirm error. Provide exam paper, seat and amend entry.
- Invigilator to call exams officer and exams officer to apply for special consideration for student(s).

Contact awarding body immediately

## **10. Centre unable to open as normal during the examination period**

### Criteria for implementation of the plan

- Centre unable to open as normal for scheduled examinations

### Centre actions:

Advice and recommendations from JCQ state:

“Wherever possible the examinations should be conducted according to the centre’s published examination timetable” and “it is important to note that rescheduling the examinations is not an option due to the consequences that it would have across the system”

If the school has to be closed for a prolonged period of time which may affect more than one examination, students may need to sit the exam at an alternative venue.

In the event of the centre having to partially close they will:

- Consider opening school for examinations and examination candidates only
- Use alternative venues in agreement with relevant awarding organisations (e.g. share facilities with other centres or use other public buildings if possible)
- Apply to awarding organisations for special consideration for candidates where they have met the minimum requirements
- Offer candidates an opportunity to sit any examinations missed at the next available series, if possible

## **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 the examinations

### Centre actions:

- Exams Officer to contact the awarding organisations to arrange alternative delivery of papers – either electronically (if possible) or alternative courier.
- Exams Officer to ensure that copies are received made and stored under secure conditions.
- As a last resort and in close collaboration, awarding organisations consider scheduling of the examination on an alternative date.

## **12. Disruption to the transportation of completed examination scripts**

### Criteria for implementation of the plan



- Delay in normal collection arrangements for completed examination scripts/assessment evidence

#### Centre actions:

- Exams Officer to contact awarding organisations for advice and should not make their own arrangements for transportation unless told to do so by the awarding organisation.
- Exams Officer to ensure scripts are retained in secure storage until alternative collection is arranged.

### **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
- Completed examination scripts/assessment evidence does not reach awarding organisations

#### Centre actions:

- It is the responsibility of the Head of Centre to communicate this immediately to the relevant exam boards and subsequently to students and their parents or carers.
- The exam boards may generate candidate marks for the affected assessments based on other evidence, as defined by the exam organisations and regulators.
- Candidates may need to retake affected assessment in a subsequent assessment series.

### **14. Centre unable to distribute results as normal or facilitate post results services**

#### Criteria for implementation of the plan

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

#### Centre actions:

##### Distribution of results

- The centre will make every effort to make arrangements to access results via electronic communication or at an alternative site. This will be communicated to students/parents/carers.
- Exams Officer will contact the awarding organisations about alternative options.
- Exams Officer to make arrangements to coordinate access to post results services from an alternative site.
- If centre IT issue, contact IT Manager for advice and contact local schools as possible alternative site.

##### Facilitation of post results

- Exams Officer to make arrangements to make post results requests at an alternative location
- Exams Officer to contact the relevant awarding organisation if electronic post results requests are not possible



## **Further guidance to inform procedures and implement contingency planning 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/what-schools-and-colleges-should-do-if-exams-or-other-assessments-are-seriously-disrupted>

## **JCQ**

General regulations

<http://www.jcq.org.uk/exams-office/general-regulations>

Guidance on alternative site arrangements

<https://www.jcq.org.uk/exams-office/online-forms/>

Instructions for conducting examinations

[www.jcq.org.uk/exams-office/ice---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>

## **GOV.UK**

Emergencies and severe weather: schools and early years settings

[www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings](http://www.gov.uk/guidance/emergencies-and-severe-weather-schools-and-early-years-settings)

Teaching time lost due to severe weather conditions

[www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions](http://www.gov.uk/government/publications/teaching-time-lost-due-to-severe-weather-conditions/teaching-time-lost-due-to-severe-weather-conditions)

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>



## APPENDIX 5 Exam Disability Policy

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## **Purpose of the Policy**

This document is provided as an exams-specific supplement to the centre-wide Special Educational Needs & Disability (SEND) policy and the Special Educational Needs Information Report (SIR) which details how the centre recognises its duties towards disabled candidates as defined under the terms of the Equality Act 2010. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to candidates with Special Educational Needs or Disabilities.

The requirement for this policy is stipulated in the JCQ publication “General Regulations for Approved Centres”

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

This policy details how the centre facilitates access to exams and assessments for candidates with Special Educational Needs or Disabilities, 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 in the current JCQ publication Adjustments for candidates with disabilities and learning difficulties Access Arrangements and Reasonable Adjustments see Appendix A

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

## **Identifying the Need for Access Arrangements**

### **Roles and Responsibilities**

#### **Head of Centre**

- Is familiar with the entire contents, refers to and directs relevant centre staff to the annually updated JCQ publications including GR and AA.
- Ensures an appropriately qualified assessor(s) is appointed and that evidence of the qualification(s) of the person(s) appointed is held on file.

#### **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 publications including GR and AA
- 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 with 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
- Provides information to evidence the normal way of working of a candidate
- Conducts appropriate assessments to identify the need(s) of a candidate
- Provides appropriate evidence to confirm the need(s) of a candidate
- Completes appropriate documentation as required by the regulations of JCQ and the awarding body

### **Teaching Staff**

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

### **Assessor Candidates with learning Difficulties**

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

- Had detailed understanding of the current JCQ publication AA

### **Requesting Access Arrangements**

### **Roles and Responsibilities**

#### **Special Education Needs Coordinator (SENCo)**

- Determines whether the arrangements identified for a candidate require prior approval from the awarding body before the arrangements are put in place or whether approval is centre-delegated
- Follows guidance in AA to process approval applications for access arrangements for GCSE and GCE qualifications
- Liaises with the Exam Officer to apply for approval, where this is required, through Access arrangements online (AAO) or through the awarding body where qualifications sit outside the scope of AAO
- Ensures appropriate and required evidence is held on file to confirm validation responses in AAO including the completion of JCQ Form 8, where required, and a body of evidence to substantiate the candidate's normal way of working within the centre



- Liaises with the Exam Officer to make an awarding body referral through AAO where the initial application for approval may not be approved by AAO, where it is deemed by the centre that the candidate does meet the criteria for the arrangement(s)
- Ensures that arrangements, and approval where required, are in place before a candidate takes his/her first exam or assessment (which is externally assessed or internally assessed/externally moderated)
- Ensures that where approval is required that this is applied for by the awarding body deadline
- Maintains a file for each candidate that will include:
  - Completed JCQ/awarding body application forms and evidence forms
  - Appropriate evidence to support the need for the arrangement where required
  - Appropriate evidence to support normal way of working within the centre
  - In addition, for 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)
- Presents the files when requested by a JCQ Centre Inspector
- Liaises with teaching staff regarding any appropriate modified paper requirements for candidates

## **Exams Officer**

- Is familiar with the entire contents of the annually updated JCQ publication GR and is aware of information contained in AA where this may be relevant to the EO role.
- 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), orders published modified papers, by the awarding body's deadline for the exam series, where these may be required for a candidate

## **Implementing Access Arrangements and the Conduct of Exams**

### **Roles and Responsibilities**

#### **External Assessments**

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

### **Head of Centre**

- Supports the 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 - The Equality Act 2010 and conduct of examinations provided in the current ICE

- Appoints appropriate centre staff as facilitators to support candidates (practical assistant, prompter, Language Modifier, reader, scribe or sign language interpreter)

### **Special Educational Needs Coordinator (SENCo)**

- 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 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)
- Liaises with the Exams Officer regarding facilitation and invigilation of access arrangement candidates in exams
- Ensures that any arrangements put in place do not unfairly disadvantage or advantage SEND candidates
- 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 Exam Officer to ensure that invigilators are made aware of the Equality Act 2010 and are trained in SEND issues
- Liaises with the Exam Officer where a facilitator may be required to support a candidate requiring an emergency (temporary) access arrangement at the time of exams

### **Exams Officer**

- Liaises with the SENCo and other relevant centre staff to ensure appropriate arrangements, adjustments and adaptations are in place to facilitate access for SEND 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 SEND 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 SEND issues
- 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
- Liaises with other relevant centre staff regarding the provision of appropriate rooming and equipment that may be required to facilitate access for SEND candidates to exams



- 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, on 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 60 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 (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 the 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. Externally marked and/or externally set practical examinations taken at different times across centres are classified as 'NEA'.

### **Special Educational Needs Coordinator (SENCo)**

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

- 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
- Ensures centre-delegated and awarding body approved arrangements are in place prior to a candidate taking his/her first formal supervised assessment
- Ensures facilitators supporting candidates are appropriately trained and understand the rules of the particular access arrangement(s)

### **Teaching Staff**

- Support the SENCo in implementing appropriate access arrangements for candidates
- Ensures candidates are aware of the access arrangements that are in place for their assessments
- Ensures cover sheets are completed as required by facilitators
- 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

### **Internal Exams**

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

### **Exams officer**

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

### **Special Educational Needs Coordinator (SENCo)**

- Liaises with the Exams Officer and teaching staff to implement appropriate access arrangements for candidates
- Provide suitably trained facilitators to support candidates

### **Teaching Staff**

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

### **Facilitating Access - examples**

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

On a candidate by candidate basis, consideration is given to

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

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

<b>Example of candidate need(s)</b>	<b>Arrangements explored</b>	<b>Centre actions</b>
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 their name to bring their attention back to the paper - confirms requirement for separate room)
A wheelchair user	Desk  Rooms  Facilities  Seating arrangements  Practical assistant	Applies for a 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





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		<p>Confirms arrangements in place to assist the candidate in case of emergency evacuation of the exam room</p> <p>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</p>
Suffers from anxiety and panic attacks	<p>Small room</p> <p>Sit near exam</p> <p>Supervised rest breaks</p>	<p>Welfare Officer gathers evidence of need and informs Exams Officer</p> <p>Candidate is seated in a small room with provision for supervised rest breaks if required</p>
Anorexic candidate	Supervised rest breaks	<p>Welfare Officer obtains medical evidence.</p> <p>Candidate allowed supervised rest breaks for eating</p>
A medical condition which prevents the candidate from taking exams in the centre	<p>Alternative site for the conduct of examinations</p> <p>Supervised rest breaks</p>	<p>SENCo gathers evidence to support the need for the candidate to take exams at home</p> <p>Welfare Officer provides written statement for file to confirm the need</p> <p>Approval confirmed by SENCo; AAO approval for both arrangements not required</p> <p>Welfare Officer discussion with candidate to confirm the arrangements should be put in place</p> <p>Exams Officer submits appropriate 'Alternative site for the conduct of exams form'</p> <p>Exams Officer provides candidate with exam timetable and JCQ information for candidates</p> <p>Welfare Officer confirms with candidate the information is understood</p> <p>Welfare Officer agrees with candidate that prior to each exam will call to confirm fitness to take exam</p> <p>Exams Officer allocates invigilator(s) to</p>



		<p>candidate's timetable; confirms time of collection of exam papers and materials</p> <p>Invigilator monitors candidate's condition for each exam and records any issues on incident log</p> <p>Invigilator records rest breaks (time and duration) on incident log and confirms set time given for exam</p> <p>Invigilator briefs Exams Officer after each exam on how candidate's performance in exam may have been affected by is/her condition</p> <p>Exams Officer discusses with Welfare Officer and Headmaster if candidate is eligible for special consideration (candidate present but disadvantaged)</p> <p>Exams Officer processes request(s) for special consideration where applicable; incident log(s) provides supporting evidence</p> <p>Welfare Officer informs candidate that special consideration has been requested</p>
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## Appendix A

### **The Equality Act 2010 Definition of Disability**

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

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

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

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

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

**'Substantial'** means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a

person without the impairment, to judge if the difference between the two is more than minor or trivial.

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

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

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

The guidance from the Office for Disability Issues referred to above illustrates the factors which might reasonably be regarded as having a substantial adverse effect are also provided.

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

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

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

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

## APPENDIX 6 Exams Archiving Policy

### Key staff involved in the exams archiving process

Role	Name
Exams Officer	Mrs Janet Neale
Assistant Headteacher (Exams)	Mr Daniel Hubbard
Head of Centre	Mr Adam Bicknell
SENCo	Mrs Alex Jeffery
Bursar	Mrs Roz Doctor
IT Manager	Mr Andy Riley
Head of Department(s)	

### Purpose of the policy

The purpose of this policy is to:

- identify exams-related information/records held by the exams office
- identify the retention period
- determine the action required at the end of the retention period and the method of disposal
- inform or supplement the centre-wide records management policy



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<b>Record Type</b>	<b>Record(s) description (where required)</b>	<b>Retention information/period</b>	<b>Action at end of retention period (method of disposal)</b>
Access arrangements information	Any hard copy information kept by the SENCo relating to an access arrangement candidate	To be retained by the SENCo as records owner at end of the candidate's final exam series	Confidential waste/shredding
Attendance register copies		To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later (Reference <u>ICE</u> 23)	Confidential waste/shredding
Awarding body administrative information	Any hard copy publications provided by awarding bodies	To be retained until the current academic year update is provided	Safe disposal
Candidate's work	Non-examination assessment work (inc. non-examination assessment, coursework, portfolios) returned to the centre after awarding body moderation	To be immediately returned to subject staff as records owner.  To be stored safely and securely along with work that did not form part of the moderation sample (including materials stored electronically) until after the deadline for EARs or the resolution of any outstanding enquiry/appeal or malpractice investigations for the exam series  Reference <u>GR</u> 3,14)	Returned to candidates or safe disposal
Certificates		Unclaimed/uncollected certificates to be retained securely for a minimum of 12 months from date of issue.  (Reference <u>GR</u> 5.14)	Confidential destruction
Certificate destruction	A record of unclaimed certificates that have	To be retained for 4 years from the date of	Confidential destruction



information	been destroyed	certificate destruction (Reference <u>GR 5.14</u> )	
Certificate issue information	A record of certificates that have been issued to candidates	(Reference <u>GR 5.14</u> )	
Confidential materials delivery logs	A log recording confidential materials delivered by awarding bodies to the centre and issued to authorised staff	To be stored in safe storage until appropriate date of pre-release	Confidential destruction
Confidential materials tracking logs	A log to track materials taken from or returned to secure storage throughout the time the material is confidential	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Dispatch logs	Proof of dispatch of exam script packages to awarding body examiners covered by the <u>DfE (Standards &amp; Testing Agency) yellow label service</u>	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Entry information	Any hard copy information relating to candidates' entries	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Exam question papers	Question papers for timetabled written exams	Issued to teaching staff after the published finishing time of the exam and only when all candidates in the centre have completed the exam.  Instructions issued by an individual awarding body relating to the use of question papers for vocational qualifications after the examination has taken place are followed.	Confidential destruction if not collected by teaching staff



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		(Reference <u>ICE</u> 23.8)	
Exam room checklists	Checklists confirming room conditions and invigilation arrangements for each exam room	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later  (Reference <u>ICE</u> 11)	Confidential destruction
Exam room incident logs	Logs recording any incidents or irregularities in exam rooms	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction
Exam stationery		When awarding body or JCQ common stationery is considered surplus or is out-of-date it will be disposed of  (Reference <u>ICE</u> 30.2)	Confidential disposal
Examiner reports		To be immediately provided to head of department as records owner	
Finance information	Copy invoices for exams-related fees	Forwarded to Finance department as records owner	
Invigilation arrangements	See Exam room checklist		
JCQ publications	Any hard copy publications provided by JCQ	To be retained until the current academic year update is provided	
Moderator reports		To be immediately provided to the Head of Department as records owner	



Overnight supervision information	Copy of JCQ form Timetable variation and confidentiality declaration for overnight supervision for any candidate eligible for these arrangements	To be retained for JCQ inspection purposes for the relevant exam series	Confidential destruction
Post-results services: confirmation of candidate consent information	Hard copy or email record of candidate consent for an EAR or ATS request to be submitted to an awarding body	EAR consent to be retained for at least six months following the outcome of the enquiry or any subsequent appeal.  ATS consent to be retained for at least six months from the date consent given	Confidential destruction
Post-results services: requests/outcome information	Any hard copy information relating to a post-results service request (EARs, appeals, ATS) submitted to an awarding body for a candidate and outcome information from the awarding body		Confidential destruction
Post-results services: scripts provided by ATS service	Copies of exam scripts (or an electronic image of the script) returned to the centre by the awarding body/copies downloaded by the centre where the awarding body provides online access to scripts	Where copies of scripts are retained by the centre, they must be securely stored (including any electronic versions) until they are no longer required	Confidential disposal
Post-results services: tracking logs	A log tracking to resolution of all post-results service requests submitted to awarding bodies		
Private candidate information	Any hard copy information relating to private candidates' entries	To be retained until after the deadline for EARs or until any appeal, malpractice or other	Confidential destruction





		results enquiry has been completed, whichever is later	
Proof of postage - candidate work	Proof of postage of sample of candidates' work to awarding body moderators	To be retained until the work is returned to the Centre	
Seating plans	Plans showing the seating arrangements of all candidates for every exam taken	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed whichever is later.  (Reference <u>ICE</u> 11)	Confidential destruction
Special consideration information	Any hard copy information relating to a special consideration request and supporting evidence submitted to an awarding body for a candidate	Evidence supporting an on-line special consideration application and evidence supporting a candidate's absence from an exam must be kept until after the publication of results	Confidential destruction
Suspected malpractice reports/outcomes	Any hard copy information relating to suspected malpractice investigation/report submitted to an awarding body and outcome information from the awarding body	Until the Awarding Body confirms the outcome of the investigation and all appeals have finished	Confidential destruction
Transfer of credit information	Any hard copy information relating to a GCE AS transfer of credit arrangement (for a legacy unitised GCE AS specification) application submitted to an awarding body for a candidate	To be retained until the issue of the GCE A level result for the candidate	
Transferred candidate information	Any hard copy information relating to an application for a transferred candidate	To be retained until the transfer arrangements are confirmed by the awarding body	



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	arrangement submitted to an awarding body for a candidate		
Very late arrival reports/outcomes	Any hard copy information relating to a very late arrival report submitted to an awarding body for a candidate and outcome information from the awarding body	To be retained until after the deadline for EARs or until any appeal, malpractice or other results enquiry has been completed, whichever is later	Confidential destruction



HOLYPORT  
COLLEGE

# EXAMS POLICY

Version 4.0

Reviewed April 2024

## **APPENDIX 7**

### **General Data Protection Regulation Policy**

**Refer to Holyport College GDPR Policy**

## Appendix 8 Lockdown policy

Role	Name
Head of Centre	Mr A Bicknell
Exams Officer	Mrs Janet Neale
Assistant Headteacher (Exams)	Mr D Hubbard

### Purpose of the policy

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

A lockdown may be required in the following situations:

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

Holyport College has devised lockdown procedures after consulting GOV.UK's Developing Dynamic Lockdown Procedures guidance.

With regard to conducting examinations, the focus before, during and after an exam will be:

- the welfare and safety of exam candidates and centre staff engaged in the conducting of examinations
- maintaining the integrity and security of the examinations/assessments process
- how to achieve an effective lockdown
- how to let people know what's happening
- training staff engaged/involved in the conducting of examinations
- STAY SAFE principles (run, hide, tell)

### Roles and responsibilities

#### Head of Centre

- To ensure that a dedicated lockdown alarm tone is in place and recognised by all staff and candidates



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

### **Senior leadership team (SLT)**

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

### **Exams officer**

- To train invigilators in the centre's lockdown procedure
- Where safe/possible, to liaise with SLT/Invigilators in all exam rooms during a lockdown
- To assist with Lockdown training for staff and students where applicable to the conducting of examinations

### **Invigilators**

- To be aware of the centre's lockdown procedure
- To complete attendance registers as soon as possible so candidates can be identified in the event of a lockdown
- Where safe/possible, to communicate with the exams officer during a lockdown to confirm the situation in a particular exam room

### **Lockdown procedure**

#### **Before an examination**

If a lockdown is required as candidates are entering/waiting to enter the exam room, the following procedure will be employed:



- A member of SLT will be present around exam room areas
- Candidates will be instructed to enter the exam room immediately
- Candidates will be instructed to remain silent, hide under exam desks or sit against a wall/around a corner but not near the door
- Where safe/possible, the SLT member will communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
- The exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- Invigilators will
  - lock all windows and close all curtains/blinds
  - switch of all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - take an attendance register/head count if possible
  - (if the threat is chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room

## During an examination

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

- Invigilators will:
  - tell candidates to stop writing immediately and turn their papers over
  - collect the attendance register
  - make a note of time when the examination was suspended
  - instruct candidates to remain silent, leave all examination materials on their desks and hide under exam desk
  - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
  - lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - (if the threat is chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately
- The head of centre will make informed decisions on alerting parents/carers, awarding bodies and emergency services



- If appropriate, where safe/possible, and following centre policy, the exams officer (or invigilators in the absence of the exams officer) will initiate the emergency evacuation procedure
- The exams officer will collect all examination papers and materials for safe/secure storage following advice from the appropriate awarding bodies

## After an examination

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

- Invigilators will:
  - stop dismissing candidates from the exam room
  - instruct candidates who have left the room to re-enter the exam room
  - instruct candidates to remain silent and hide under examination tables
  - where safe/possible, communicate (via mobile phone/walkie talkie) the situation to the exams officer (ensuring that all mobile phones/walkie talkies are on 'silent' mode)
  - lock all windows and close all curtains/blinds
  - switch off all lights
  - lock all doors and/or use tables, or any other furniture, to barricade the entrance to the examination room
  - (if the threat is chemical or toxic release) instruct candidates to cover their nose and mouth (their own clothing can be used) and attempt to use anything to hand to seal up cracks around doors and any vents into the room
- where safe/possible, the exams officer will collate the information from all exam rooms and forward this to the head of centre immediately

## Ending a lockdown

- The lockdown will be ended by either
  - the sound of a defined alarm or
  - the identification/authorisation of Emergency Services officers/SLT/head of centre entering each exam room
- A specific word or phrase may be used to confirm that the instruction to end the lockdown is genuine
- Invigilators will undertake a head count/register and confirm attendance with the exams officer/SLT
- Where applicable and if advised to do so by SLT/head of centre, and following JCQ guidelines, if there is sufficient time remaining, candidates may restart their examination
- Invigilators will then:
  - ask candidates to return to their desks, remind them they are under exam conditions and allow a settling down period
  - recalculate the revised finish time(s) to allow for the full exam time
  - tell the candidates to turn their papers over and re-start their exam



- amend the revised finish time(s) on display to candidates
- note how long the lockdown lasted on the exam room incident log (to later inform a report to the awarding bodies and where relevant, any centre wide lockdown recording form/log)
- The exams officer will
  - provide a report of the incident for awarding bodies (via the special consideration process or as advised by awarding bodies)
  - safely/securely store all collected exam papers and materials pending awarding body advice/guidance
- Where applicable/possible/available, SLT/exams officer will
  - negotiate any alternative exam sittings with the awarding bodies
  - offer, arrange and provide support services to staff and candidates
- At the earliest opportunity, SLT/head of centre will prepare a communication to parents/carers advising them of events (including relevant actions and outcomes)
- Where possible, exams staff and candidates will be invited to attend an assembly lead by the head of centre to discuss the lockdown and offer ongoing support
  - If this is not possible, communications will be provided via a centre text/email/newsletter and information uploaded to the centre website





## Appendix 9 Whistleblowing Policy

<b>Role</b>	<b>Name(s)</b>
<b>Head of Centre</b>	<b>Mr A Bicknell</b>
<b>Exams Officer</b>	<b>Mrs J Neale</b>
<b>Assistant Headteacher (Exams)</b>	<b>Mr D Hubbard</b>

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

## Introduction

Whistleblowing at Holyport College is encouraged, not penalised, and staff are made aware that they have a duty to report any concerns they have about the conduct of examinations.

The head of centre and governing body at Holyport College aim to create and maintain an approach to examinations that reflects an ethical culture and encourages staff and students to be aware of and report practices that could compromise the integrity and security of examinations.

In compliance with section 5.11 of the JCQ's **General Regulations for Approved Centres**, Holyport College will:

- Take all reasonable steps to prevent the occurrence of any malpractice (which includes maladministration) before, during and after assessments have taken place
- Inform the awarding body **immediately** of any alleged, suspected or actual incidents of malpractice or maladministration, involving a candidate or a member of staff, by completing the appropriate documentation
- As required by an awarding body, gather evidence of any instances of alleged or suspected malpractice (which includes maladministration) in accordance with the JCQ publication **Suspected Malpractice: Policies and Procedures** and provide such information and advice as the awarding body may reasonably require

This policy requirement has been added within **General Regulations for Approved Centres** in response to the recommendations within the report of the Independent Commission on Examination Malpractice.

This policy sets out the whistleblowing procedures at Holyport College.

This policy also sets out the principles which allow members of centre staff and students to feel confident in reporting instances of actual, alleged or suspected malpractice to relevant members of senior leadership.

## Purpose of the Policy

This policy:

- Encourages individuals to raise concerns, which will be fully investigated by appropriately trained and experienced individuals
- Identifies how to report concerns
- Explains how such concerns will be investigated and sets expectations regarding the reporting of outcomes
- Provides details of relevant bodies to whom concerns about wrongdoing can be reported, including awarding organisations and regulators
- Includes a commitment to do everything reasonable to protect the reporter's identity, if requested
- Sets out how those raising concerns will be supported

This policy also details the steps that could be taken by an individual involved in the management, administration and/or conducting of examinations if Holyport College fails to comply with its obligation to report any alleged, suspected or actual incidences of malpractice or maladministration.

## **The Whistleblower**

A whistleblower is defined as a person who reports an actual or potential wrongdoing and is protected by the Public Interest Disclosure Act 1998, providing they are acting in the public interest.

If the person raising the issue is a worker, this will be considered as whistleblowing. This includes agency staff and contractors.

## **Reporting**

If a member of centre staff involved in the management, administration and/or conducting of examinations (such as exams officer, exams assistant or invigilator) a student or a member of the public (such as a parent/carer) has a concern or reason to believe that malpractice has or will occur in an examination or assessment, concerns should normally be raised initially with Mr D Hubbard (Assistant Headteacher Exams).

## **Examples of malpractice**

In addition to the centre wide Whistleblowing Policy, this exams-specific policy, includes reference to exams-related breaches including, but not limited to, the following:

- Failure to comply with exam regulations as set out by the Joint Council for Qualifications (JCQ) and its awarding bodies
- A security breach of the examination paper
- Conduct of centre staff which undermines the integrity of the examination
- Unfair treatment of candidates by either giving an advantage to a candidate/group of candidates (e.g. by permitting a candidate an access arrangement which is not supported by appropriate evidence), or disadvantaging candidates by not providing access to the appropriate conditions (providing a 'level playing field')
- Possible fraud and corruption (e.g. accessing the exam paper prior to the exam to aid teaching and learning)
- Abuse of authority (e.g. the head of centre/members of the senior leadership team overriding JCQ and awarding body regulations)
- Other conduct which may be interpreted as malpractice/maladministration

## **Whistleblowing procedure**

If the individual does not feel safe raising the issue/reporting malpractice within the centre, or they have done so and are concerned that no action has been taken, that individual could

consider making their disclosure to a malpractice expert at the awarding body for the qualification where malpractice is suspected.

For members of centre staff, it is likely that the Public Interest Disclosure Act (PIDA) offers you legal protection from being dismissed or penalised for raising certain serious concerns (blowing the whistle). Whistleblowing rights under PIDA are day one rights. This means that the worker does not need the same two years' service that is need for other employment rights.

In order to investigate concerns effectively, the awarding body should be provided with as much information as possible/is relevant, which may include:

- The qualifications and subjects involved
- The centre involved
- The names of staff/candidates involved
- The regulations breached/specific nature of suspected malpractice
- When and where the suspected malpractice occurred
- Whether multiple examination series are affected
- If the issue has been reported to the centre and what the outcome was
- How the issue became apparent

Members of the public are not protected by PIDA, but the awarding body will make every effort to protect their indentity if that is what they wish, unless the awarding body is legally obliged to release it.

Alternatively, a worker could consider making a disclosure to Ofqual as a prescribed body for whistleblowing to raise a concern about wrongdoing, risk or malpractice.

## **Anonymity**

In some circumstances, the whistleblower might find it difficult to raise concerns with the nominated member of the senior leadership team. If a concern is raised anonymously, the issue may not be able to be taken further if insufficient information has been provided. In such instances, and if appropriate, the allegation may be disclosed to a union representative, who could then be required to report the concern without disclosing its source.

Alternatively, whistleblowers or others with concerns about potential malpractice can report the matter direct to Ofqual, who is identified as a 'prescribed body'. Awarding organisations are not prescribed bodies under whistleblowing legislation; however, awarding organisation investigation teams do give those reporting concerns the opportunity for anonymity.

A whistleblower can give his/her name, but may also request confidentiality; the person receiving the information should make every effort to protect the identity of the whistleblower.

## **Students**

Students at Holyport College are made to feel comfortable discussing/reporting malpractice issues of which they are aware. The regulations surrounding their assessments, and wider



HOLYPORT  
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# EXAMS POLICY

Version 4.0

Reviewed April 2024

academic integrity, will be reiterated to students who are undertaking, or who are about to undertake, their courses of study.

## Appendix 10 Word Processor Policy

### Key staff involved in awarding and allocating word processors for exams

<b>Role</b>	<b>Name(s)</b>
<b>SENCo</b>	<b>Mrs A Jeffery</b>
<b>Exams Officer</b>	<b>Mrs J Neale</b>
<b>Senior member of staff</b>	<b>Mr D Hubbard</b>
<b>Network manager</b>	<b>Mr A Riley</b>

This policy is reviewed and updated annually on the publication of updated JCQ regulations and guidance on access arrangements and instructions for conducting exams.

### Introduction

The use of a word processor in exams and assessments is an available access arrangement.

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

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

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

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

### The Use of a Word Processor

Holyport College recognizes that for some students with Special Educational Needs and Disabilities (SEND) a laptop may be the most appropriate method of organising and

presenting their work. As per the College SEN policy and Exam Access Arrangements policy, a student's learning needs will be assessed and supported through:

- The College's normal procedures for SEN/AEN
- Information provided by primary / previous schools
- Information provided by relevant educational and medical professionals who are qualified to assess for learning and medical difficulties, such as EP, SALT, OT.

The centre will:

- Allocate the use of a word processor to a candidate where it is their normal way of working within the centre
- Award the use of a word processor to a candidate if it is appropriate to their needs.

Needs may include:

- A learning difficulty which has a substantial and long-term adverse effect on his/her ability to write legibly
  - A medical condition
  - A physical disability
  - Poor handwriting
  - A sensory impairment;
  - Planning and organisational problems when writing by hand
- Only permit the use of a word processor where the integrity of the assessment can be maintained
  - Not grant the use of a word processor where it will compromise the assessment objectives of the specification in question
  - Consider on a subject-by-subject basis if the candidate will need to use a word processor in each specification
  - Consider the needs of the candidate at the start of the candidate's course leading to a qualification based on evidence gathered that firmly establishes the candidates' needs and 'normal way of working' in the classroom, internal tests/exams, mock exams etc. and confirm arrangements in place before the candidate takes an exam or assessment
  - Provide access to word processors to candidates in non-examination assessment components as standard practice unless prohibited by the specification

## **How does Holyport College support students who need to use a laptop?**

The College recognises that in order to effectively use a laptop a student must be able to competently use a laptop. Once a student is approved for laptop use in lessons he/she is able to access further support through the Curriculum Support department:

- Students are able to undertake an initial typing assessment, which will indicate their approximate words per minute (WPM). If low (15wpm or less), students will be provided with a touch typing log-in for a touch typing website. Students with such a login will be expected to undertake 3 x 15mins touch typing sessions a week independently, however a support session is offered during co-curricular managed by members of the Curriculum Support department.

- Students will be provided with written advice and guidance on how to layout, plan, save their work when using a laptop: [HPC Laptop Usage Guidelines and Expectations II.docx](#)

On Google Drive you must...

- Create subject folders for each subject
- Within each folder create a Google Doc document.
- On each Google Doc document you should insert a header (subject, topic, your name) and a footer (Page X of Y)

When a diagram needs to be copied you should...

- Insert a text box
- Make a quick note as to what should be included
- Copy the diagram into your exercise book, make sure you add the date and subject details to your diagram. This will help you keep track.
- When you print off your work re-draw / copy or cut and paste the diagram into the text box.

When a handout is given to you in a lesson you should...

- Insert a text box in your document
- Record the title and/or content of the handout
- Date the handout so, at a later date, you can insert the handout in the correct place in your exercise book.

Choose a font and stick to it. **Font size 12 for the main text and font size 14 for headings.** Save 'fancy' formatting for when you are at home. Don't waste time doing this in class.

Each lesson, open your current Google Doc document, put a line under previous work, put the day's date and any title given to you by your teacher. This makes revision easier as there will be one document per subject and when in class you will be able to quickly scroll to previous work.

When doing assessments – internal or external – you must use a school laptop that has been formatted for exam use. The exam laptop is to be collected from and returned to the Curriculum Support Department.

At times you may need to move seats to be near an electric socket. If you have been given a seating plan, please ask your teacher before moving. **However, you should charge your laptop at home each evening.**

There will be occasions when a table or chart needs to be copied from the board or created by you; e.g. science experiments. If you are uncertain how to do this on the laptop use your exercise book so as not to get behind in class. However, **it is your responsibility** to seek help to solve this problem and you should do this as soon as possible i.e. at home that night, or your tutor during form time.

It is your responsibility to ensure that, when a teacher asks to see your work, it is printed off and available for marking / assessment. **If homework is to be handed in it is not acceptable to say 'it's on my laptop'.**

You must regularly print out work and either stick it into your exercise book or file in a folder. This needs to be done at least once a week, homework should be printed out when finished so it is ready to be handed in the following lesson, unless the teacher has agreed you can 'Share' it.

**All class work is to be saved onto your Google Drive. Any formal exams should be saved to the memory stick provided.**

**Security of equipment:**

All personal laptops and other equipment should be security marked with the user's name. Adequate insurance cover should be arranged by parents to cover damage or loss regarding





personal laptops and other equipment. The school does not accept liability for damage to, or loss of, any personal laptop computers, which will remain the responsibility of the owner at all times.

Failure to follow these guidelines and attend the support sessions may result in the removal of this provision.

## Laptop Availability

Where a student has been awarded the use of a laptop in lessons and examinations, and so it is their normal way of working, students are able to collect a laptop from the Curriculum Support laptop trolley every morning. This must be returned to the trolley and plugged in to charge at the end of every school day. This will ensure it is ready for use in school the following day.

For formal examinations, the provision of exam compliant laptops is overseen by the IT manager. Compliance for conducting examinations, including the use of laptops, is the responsibility of the College's Exams Officer.

## The use of Laptops within formal examinations

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 within the publications:

1. [Regulations and Guidance](#)
2. ['ICE' – Instructions for conducting examinations](#)

Holyport College complies with all aspects of the JCQ regulations and guidance.

### JCQ Regulations and Guidance

5.8 There is not a requirement to process an application for a word processor using Access arrangements online. No evidence is needed to support the arrangement for inspection purposes. (This also applies where a candidate is using a word processor on a temporary basis because of a temporary injury)

5.8.1 Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text switched off where it is the candidate's normal way of working within the centre.

For example, the candidate's quality of language significantly improves when using a word processor due to problems with planning and organisation when writing by hand.

(This also extends to the use of electronic brailers and tablets.) Centres should refer to paragraph 5.7.5 for the use of a word processor with the spelling and grammar check switched on.

5.8.2 The use of word processors in non-examination assessment components will be considered standard practice unless prohibited by the specification

5.8.3 A candidate may use a word processor in an examination to type certain questions, i.e. those requiring extended writing, and handwrite shorter answers.

NB 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 as the candidate avoids the difficulty of visually tracking between the question paper and computer screen.

5.8.4 For the regulations on the use of word processors in written examinations, please see the JCQ document Instructions for conducting examinations (commonly known as the JCQ 'ICE' document):

<http://www.jcq.org.uk/exams-office/ice---instructions-for-conductingexaminations>

An awarding body may require a word processor cover sheet to be completed.

A word processor cannot simply be granted to a candidate because he/she now wants to type rather than write in examinations or can work faster on a keyboard, or because he/she uses a laptop at home.

The use of a word processor must reflect the candidate's normal way of working within the centre. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates.

The centre may wish to set out the types of candidates which it considers would benefit from the use of a word processor. For example, a candidate with:

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

This list is not exhaustive. A member of the centre's senior leadership team must produce a word processor policy, specific to the centre, which details the criteria the centre uses to award and allocate word processors for examinations and assessments. This policy must be available for inspection.

## **'ICE' – Instructions for conducting examinations 2023-24**

14.20 Centres can provide a word processor (e.g. computer, laptop or tablet), with the spelling and grammar check/predictive text disabled, to a candidate where it is their normal way of working within the centre, unless an awarding body's specification says otherwise. For example, where the curriculum is delivered electronically and the centre provides word processors to all candidates. This also includes an electronic braille or a tablet.

14.21 Tablets are designed to run for a long period of time once fully charged. Their purpose is to be 'free-standing'. The battery capacity of a laptop or a tablet must be checked before the candidate's examination(s) and the centre must ensure that the battery is sufficiently charged for the entire duration of the examination. The use of a fully-charged laptop or tablet

will allow centres to seat a candidate within the main examination hall without the need for separate invigilation and power points.

14.22 Candidates must be reminded to ensure that their centre number, candidate number and the unit/component code appear on each page as a header or footer: e.g. 12345/8001 – 6391/01.

If a candidate is using the software application Notepad or Wordpad these do not allow for the insertion of a header or footer. In these instances, once the candidate has completed the examination and printed off his/her typed script, he/she must handwrite their details as a header or footer. The candidate must be supervised to ensure that he/ she is solely performing this task and not re-reading their answers or amending their work in any way.

14.23 Each page of the typed script must be numbered, e.g. page 1 of 6.

14.24 Invigilators must remind candidates to save their work at regular intervals. Alternatively, an IT technician can set up 'autosave' on each laptop/tablet. This will ensure that if there is a complication or technical issue, the candidate's work is not lost.

In order to make marking easier for examiners, candidates should use a minimum font size of 12pt and double spacing

14.25 A word processor:

1. must be used as a typewriter, not as a database, although standard formatting software is acceptable;
2. must have been cleared of any previously stored data, as must any portable storage medium used. An unauthorised memory stick must not be used by a candidate. When needed, the centre must provide a memory stick, which is cleared of any previously stored data to the candidate;
3. must be in good working order at the time of the examination;
4. must be 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 in another room, a separate invigilator will be required;
5. must either be connected to a printer so that a script can be printed off, or have the facility to print from a portable storage medium. This must be done after the examination is over. The candidate must be present to verify that the work printed is his or her own. Word processed scripts must be attached to any answer booklet which contains some of the answers;
6. must be used to provide scripts under secure conditions, otherwise they may be refused;
7. must not be used to perform skills which are being assessed;
8. must not be connected to an intranet or any other means of communication;
9. must not give the candidate access to other applications such as a calculator (where prohibited in the examination), spreadsheets etc;
10. must not include graphic packages or computer aided design software unless permission has been give to use these;
11. must not have any predictive text software or an automatic spelling and grammar check enabled unless the candidate has been permitted a scribe or is using speech

- recognition technology (a scribe cover sheet must be completed, or the awarding body's specification permits the use of automatic spell checking;
12. must not include speech recognition technology unless the candidate has permission to use a scribe or relevant software;
  13. must not be used on the candidate's behalf by a third party unless the candidate has permission to use a scribe.

14.26 An awarding body may require a word processor cover sheet to be included with the candidate's typed script. Please refer to the relevant awarding body's instructions.

14.27 Centres may retain electronic copies of word-processed scripts. The electronic copy of a word-processed script may be accepted by an awarding body where the printed copy has been lost. However, the centre would need to demonstrate to the awarding body that the file has been kept securely. The head of centre would be required to confirm this in writing to the awarding body.

### **JCQ 'Use of Technology' statement - From 2020 onwards**

Holyport College recognises JCQ's new inclusion for this academic year in relation to the 'Use of technology':

*"SENCOs may wish to consider the use of technology to a much greater extent instead of readers and scribes. Computer readers, examination reading pens, speech recognition technology and word processors not only allow candidates to work independently but are also a better preparation for Further and Higher Education and the world of employment."*

## Appendix 10 NEA Policy

### Key staff involved in the conduct of non-examination assessments

<b>Role</b>	<b>Name(s)</b>
Head of Centre	Mr A Bicknell
Quality assurance lead/lead internal verifier	Mr A Bicknell
SENCo	Mrs A Jeffery
Exams Officer	Mrs J Neale

## 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](#)). 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

What are non-examination assessments?

“Non-examination assessments measure subject-specific knowledge and skills that cannot be tested by timed written papers.

There are three assessment stages and rules which apply to each stage. These rules often vary across subjects. The stages are:

- task setting;
- task taking’
- task marking.”

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

### The basic principles

#### Head of centre

- Ensures that the centre’s non examination assessment policy is fit for purpose
- Ensures the centre’s internal appeals procedures clearly detail the procedure to be followed by candidates (or their parents/carers) appealing against internal assessment decisions (centre assessed marks) and requesting a review of the centre’s marking

#### Senior leaders

- Ensure the correct conduct of non-examination assessments (including endorsements) 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 (including endorsements) are used by teachers and candidates
- Ensures appropriate procedures are in place to internally standardise/verify the marks awarded by subject teachers in line with awarding body criteria
- Ensures appropriate centre-devised templates are provided to capture/record relevant information given to candidates by subject teachers
- Ensures appropriate centre-devised templates are provided to capture/record relevant information is received and understood by candidates
- Where not provided by the awarding body, ensures a centre-devised template is provided for candidates to keep a detailed record of their own research, planning resources etc.

### **Subject head/lead**

- Ensures subject teachers understand their role and responsibilities within the non-examination assessment process
- Ensures NEA and relevant awarding body subject specific instructions are followed in relation to the conduct of non-examination assessments (including endorsements)
- 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 NEA
- Where these may also be provided by the awarding body, understands and complies with the awarding body's specification for conducting non-examination assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website
- Marks internally assessed work to the criteria provided by the awarding body
- Ensures the exams officer is provided with relevant entry codes for subjects (whether the entry for the internally assessed component forms part of the overall entry code for the qualification or is made as a separate unit entry code) to the internal deadline for entries

### **Exams officer**

- Signposts the annually updated JCQ publication NEA to relevant centre staff
- 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 to be undertaken where a number of comparable tasks are 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

## 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
- Is confident where work may be completed outside of the centre without direct supervision, that the work produced is the candidate's own
- Where candidates may work in groups, keeps a record of each candidate's contribution
- Ensures candidates are aware of the current 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
- Ensures candidates understand the correct and incorrect uses of AI in NEAs ([JCQ – AI Use in Assessments](#))

## Advice and feedback

### Subject Teacher

- As relevant to the subject/component, advises candidates on relevant aspects before candidates begin working on a task
- Will not provide candidates with model answers or outlines/headings specific to the task
- When reviewing candidates' work, unless prohibited by the specification provides oral and written advice at a general level to candidates
- Allows 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 appropriate arrangements are in place to keep the work to be assessed, and any preparatory work, secure between any formally supervised sessions, including work that is stored electronically
- 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 requesting review of 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 a member of the senior leadership team
- Understands that if, during the external moderation process, it is found that the work has not been properly authenticated, the awarding body will set the mark(s) awarded by the centre to zero

## **Presentation of work**

### **Subject teacher**

- Obtains informed consent at the beginning of the course from parents/carers if videos or photographs/images of candidates will be included as evidence of participation or contributions
- Instructs candidates to present work as detailed in NEA unless the awarding body's specification gives different subject-specific instructions
- Instructs candidates to add their candidate number, centre number and the component code of the assessment as a header/footer on each page of their work

## **Keeping materials secure**

### **Subject teacher**

- When work is being undertaken by candidates under formal supervision, ensures work is securely stored between sessions (if more than one session)
- When work is submitted by candidates for final assessment, ensures work is securely stored
- Follows secure storage instructions as defined in NEA 4.8
- Takes sensible precautions when work is taken home for marking
- Stores internally assessed work, including the sample returned after awarding body moderation, securely until all possible post-results services have been exhausted
- If post-results services have not been requested, returns internally assessed work to candidates (if requested by a candidate) after the deadline for requesting a review of results for the relevant series
- If post-results services have been requested, returns internal assessed work to candidates (if requested by a candidate) once the review of results and any subsequent appeal has been completed
- 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 (Reminds candidates of the contents of the JCQ document information for candidates - Social Media)
- Where work is stored electronically, liaises with the IT manager to ensure the protection and back-up of candidates' work and that appropriate arrangements are in place to restrict access to it between sessions
- Understands that during the period from the submission of work for formal assessment until the deadline for requesting a review of results, copies of work may be used for other purposes, provided that the originals are stored securely as required

## **IT Manager**

- Ensures appropriate arrangements are in place to restrict access between sessions to candidates' work where work is stored electronically
- Restricts access to this material and utilises appropriate security safeguards such as firewall protection and virus scanning software
- Employs an effective back-up strategy so that an up to date archive of candidates' evidence is maintained
- Considers encrypting any sensitive digital media to ensure the security of the data stored within it and refers to awarding body guidance to ensure that the method of encryption is suitable

## **Task marking - externally assessed components**

### **Conduct of externally assessed work**

#### **Subject teacher**

- Liaises with the exams officer regarding the arrangements for any externally assessed components of a specification which must be conducted within a window of dates specified by the awarding body and according to JCQ Instructions for conducting examinations
- Liaises with the Visiting Examiner where this may be applicable to any externally assessed component

#### **Exams officer**

- Arranges timetabling, rooming and invigilation where and if 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 and according to JCQ 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 reviews of results for the exam series
- Packages the work as required by the awarding body and attaches the examiner address label



- Ensures that the package in which the work is despatched is robust and securely fastened
- Despatches the work to the awarding body's instructions by the required deadline

## **Task marking - internally assessed components**

### **Marking and annotation**

#### **Head of Centre**

- Ensures where a teacher is teaching, preparing and assessing a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter) a conflict of interest is declared to the awarding body and the marked work of the child submitted for moderation, whether it is part of the moderation sample or not

#### **Subject teacher**

- Accesses awarding body training/updates as required to ensure familiarity with the mark scheme/marketing process
- 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 to the timescale set by the subject lead or as indicated in the centre's internal appeals procedure to enable an internal appeal/request for a review of marking 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
- Support staff not familiar with the mark scheme (e.g. NQTs, supply staff etc.)
- Ensures accurate internal standardisation - for example by
  - obtaining reference materials at an early stage in the course
  - holding a preliminary trial marking session prior to marking
  - carrying out further trial marking at appropriate points during the marking period
  - after most marking has been completed, holds a further meeting to make final adjustments
  - making final adjustments to marks prior to submission retaining work and evidence of standardisation
- Retains evidence that internal standardisation has been carried out

## Subject teacher

- Indicates on work (or cover sheet) the date of marking
- Marks to common standards
- Keeps candidates work secure until after the closing date for review of results for the series concerned or until any appeal, malpractice or other results enquiry has been completed, whichever is later

## 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 that where a candidate's work has been facilitated by a scribe or practical assistant, the relevant completed cover sheet is securely attached to the front of the work and sent to the moderator in addition to the sample requested
- 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
- Submits any supporting documentation required by the awarding body/provides the exams officer with any supporting documentation required by the awarding body

### 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 transcriptions 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

- Through the subject teacher, submits any supporting documentation required by the awarding body

## **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 for the required retention period
- 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**

### **Subject head/lead**

- Checks moderator reports and ensures that any remedial action, if necessary, is undertaken before the next exam 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 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 for GCE A-level sciences - Endorsement of practical skills
- 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 and loss of work**

### **Subject teacher**

- Understands that a candidate may be eligible for special consideration in assessments in certain situations where a candidate is absent and/or produces a reduced quantity of work
- Liaises with the exams officer when special consideration may need to be applied for a candidate taking assessments
- Liaises with the exams officer to report loss of work to the awarding body

### **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 immediately report to the relevant awarding body any alleged, suspected or actual incidents of malpractice involving candidates, teachers, invigilators or other administrative staff
- Is familiar with the JCQ publication Suspected Malpractice: Policies and Procedures
- Ensures that those members of teaching staff involved in the direct supervision of candidates producing non-examination assessment are aware of the potential for malpractice and ensures that teaching staff are reminded that failure to report allegations of malpractice or suspected malpractice constitutes malpractice in itself

### **Subject teacher**

- Is aware of the JCQ Notice to Centres - Sharing NEA material and candidates' work
- Ensures candidates understand what constitutes malpractice in non-examination assessments
- Ensures candidates understand the JCQ document Information for candidates - Social media
- Escalates and reports any alleged, suspected or actual incidents of malpractice involving candidates to the head of centre

### **Exams officer**

- Signposts the JCQ publication Suspected Malpractice: Policies and Procedures to the head of centre

- Signposts the JCQ Notice to Centres - Sharing NEA material and candidates' work to subject heads
- Signposts candidates to the relevant JCA information for candidates document
- Where required, supports the head of centre in investigating and reporting incidents of alleged, suspected or actual malpractice

## **Post-results services**

### **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 a review of results or an appeal

### **Subject head/lead**

- Provides relevant support to subject teachers making decisions about review of results

### **Subject teacher**

- Provides advice and guidance to candidates on tier 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 a review of moderation to the internal deadline

### **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 to centres...)
- Provides/signposts relevant centre staff and candidates to post-results services information
- Ensures any requests for post-results services that are available to non-examination assessments are submitted online via the awarding body secure extranet site to deadline

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

### **Head of centre**

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update confirming that all reasonable steps have been or will be taken to ensure that all candidates at the centre have had, or will have, the opportunity to undertake the prescribed practical activities
- Ensures new lead teachers undertake the required training provided by the awarding body on the implementation of the practical endorsement
- Ensures relevant centre staff liaise with all relevant parties in relation to arrangements for and conduct of the monitoring visit

### **Subject head/lead**



- Confirms understanding of the Practical Skills Endorsement for the A Level Sciences designed for use in England and ensures any relevant JCQ/awarding body instructions are followed
- Ensures where the centre intends to enter candidates for the first time for one or more of the A level subjects, the relevant awarding body will be contacted at the beginning of the course
- Undertakes any training provided by the awarding body on the implementation of the practical endorsement
- Disseminates information to subject teachers ensuring the standards can be applied appropriately
- Liaises with all relevant parties in relation to arrangements for and conduct of a monitoring visit

### **Subject teacher**

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

### **Exams officer**

- Passes the contact information on to the subject lead for a visit to be arranged
- Follows the awarding body's instructions for the submission of candidates Pass or Not Classified assessment outcome

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

### **Head of centre**

- Returns an online 'Head of Centre declaration' at the time of the National Centre Number Register annual update, confirming 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

### **Subject head/lead**

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

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

### Subject teacher

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

### Exams officer

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

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

Issue/Risk	Centre actions to manage issue/mitigate risk	Action by
Centre staff malpractice	Records confirm that relevant centre staff are familiar with and follow: <ul style="list-style-type: none"> <li>• the current JCQ publication Instructions for conducting non-examination assessments</li> <li>• the JCQ document Notice to Centres - Sharing NEA material and candidates' work</li> </ul>	
Candidate malpractice	Records confirm that candidates are informed and understand they must not: <ul style="list-style-type: none"> <li>• submit work which is not their own</li> <li>• make available their work to other candidates through any medium</li> <li>• allow other candidates to have access to their own independently sourced material</li> <li>• assist other candidates to produce work</li> <li>• use books, the internet or other sources without acknowledgement or attribution</li> <li>• submit work that has been word processed by a third party without acknowledgement</li> <li>• include inappropriate, offensive or</li> </ul>	



	<p>obscene material</p> <p>Records confirm that candidates have been made aware of the JCQ documents Information for candidates - non examination assessments and Information for candidates - Social Media and understand they must not post their work on social media</p>	
	<b>Task setting</b>	
Awarding body set task: IT failure/corruption of task details where set task details accessed from the awarding body online	<p>Awarding body key date for accessing/downloading set tasks noted prior to start of course IT systems checked prior to key date Alternative IT system used to gain access Awarding body contacted to request direct email of task details</p>	IT Technical support
Centre set task: Subject teacher fails to meet the assessment criteria as detailed in the specification	<p>Ensures that subject teachers access awarding body training information, practice materials etc. Records confirmation that subject teachers understand the task setting arrangements as defined in the awarding body's specification Samples assessment criteria in the centre set task</p>	
Candidates do not understand the marking criteria and what the need to do to gain credit	<p>A simplified version of the awarding body's marking criteria described in the specification that is not specific to the work of an individual candidate or group of candidates is produced for candidates Records confirm all candidates understand the marking criteria Candidates confirm/record they understand the marking criteria</p>	
Subject teacher 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	
	<b>Issuing of tasks</b>	
Awarding body set task not issued to candidates on time	<p>Awarding body key date for accessing set task as detailed in the specification noted prior to start of course Course information issued to candidates contains details when set task will be issued and needs to be completed by set task accessed well in advance to allow time for planning resourcing and teaching</p>	



The wrong task is given to candidates	Ensures course planning and information taken from the awarding body's specification confirms the correct task will be issued to candidates Awarding body guidance sought where this issue remains unresolved	Exams Officer
Subject teacher long term absence during the issuing of task stage	See centre's exam contingency plan - Teaching staff extended absence at key points in the exam cycle	
A candidate (or parent/carer) expresses concern about safeguarding, confidentiality or faith in undertaking a task such as a presentation that may be recorded	Ensures the candidate's presentation does not form part of the sample which will be recorded Contacts the awarding body at the earliest opportunity where unable to record the required number of candidates for the monitoring sample	
	<b>Task taking</b>	
<b>Supervision</b>		
Planned assessments clash with other centre or candidate activities	Assessment plan identified for the start of the course Assessment dates/periods included in centre wide calendar	
Rooms or facilities inadequate for candidates to take tasks under appropriate supervision	Timetabling organised to allocate appropriate rooms and IT facilities for the start of the course Staggered sessions arranged where IT facilities insufficient for number of candidates Whole cohort to undertake written task in large exam venue at the same time (exam conditions do not apply)	
Insufficient supervision of candidates to enable work to be authenticated	Confirm subject teachers are aware of and follow the current JCQ publication Instructions for conducting non-examination assessments and any other specific instructions detailed in the awarding body's specification in relation to the supervision of candidates Confirm subject teachers understand their role and responsibilities detailed in the centre's non-examination assessment policy	
A candidate is suspected of malpractice prior to submitting their work for assessment	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed An internal investigation and where appropriate internal disciplinary procedures	

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



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



	candidate's records, awarding body guidance is sought and/or a mark of zero is submitted to the awarding body for the candidate	
<b>Word and time limits</b>		
A candidate is penalised by the awarding body for exceeding word or time limits	Records confirm the awarding body specification has been checked to determine if word or time limits are mandatory Where limits are for guidance only, candidates are discouraged from exceeding them Candidates confirm/record any information provided to them on word or time limits is known and understood	
<b>Collaboration and group work</b>		
Candidates have worked in groups where the awarding body specification states this is not permitted	Records confirm the awarding body specification has been checked to determine if group work is permitted Awarding body guidance sought where this issue remains unresolved	
<b>Authentication procedures</b>		
A teacher has doubts about the authenticity of the work submitted by a candidate for internal assessment  Candidate plagiarises other material	Records confirm subject staff have been made aware of the JCQ document <a href="#">Notice to Centres - Sharing NEA material and candidates' work</a> Records confirm that candidates have been issued with the current JCQ document <a href="#">Information for candidates; non-examination assessments</a> 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 <a href="#">Information for candidates; non-examination assessments</a> The candidate's work is not accepted for assessment A mark of zero is recorded and submitted to the awarding body	
Candidate does not sign their authentication statement/declaration	Records confirm that candidates have been issued with the current JCQ documents <a href="#">Information for candidates; non-examination assessments</a> Candidates confirm/record they understand what they need to do to comply with the regulations as outlined in the JCQ document <a href="#">Information for candidates; non-examination</a>	

	<a href="#">assessments</a> Declaration is checked for signature before accepting the work of a candidate for formal assessment	
Subject teacher not available to sign authentication forms	Ensures a centre-wide process is in place for subject teachers to sign authentication forms at the point of marking candidates work as part of the centre's quality assurance procedures	
<b>Presentation of work</b>		
Candidate does not fully complete the awarding body's cover sheet that is attached to their work submitted for formal assessment	Cover sheet is checked to ensure it is fully completed before accepting the work of a candidate for formal assessment	
<b>Keeping materials secure</b>		
Candidates work between formal supervised sessions is not securely stored	Records confirm subject teachers are aware of and follow current JCQ publication Instructions for conducting non-examination assessments Regular monitoring/internal audit ensure subject teacher use of appropriate secure storage	
Adequate secure storage not available to subject teacher	Records confirm adequate/sufficient secure storage is available to subject teachers prior to the start of the course Alternative secure storage sourced where required	
	<b>Task marking - externally assessed components</b>	
A candidate is absent on the day of the examiner visit for an acceptable reason	Awarding body guidance is sought to determine if alternative assessment arrangements can be made for the candidate If not, eligibility for special consideration is explored and a request submitted to the awarding body where appropriate	
A candidate is absent on the day of the examiner visit for an unacceptable reason	The candidate is marked absent on the attendance register	
	<b>Task marking - internally assessed components</b>	
A candidate submits little or	Where a candidate submits no work, the	





no work	candidate is recorded as absent when marks are submitted to the awarding body Where a candidate submits little work, the work produced is assessed against the assessment criteria and a mark allocated appropriately; where the work does not meet any of the assessment criteria a mark of zero is submitted to the awarding body	
A candidate is unable to finish their work for an unforeseen reason	Relevant staff are signposted to the JCQ publication A guide to the special consideration process (section 5), to determine eligibility and the process to be followed for shortfall in work	
The work of a candidate is lost or damaged	Relevant staff are signposted to the JCQ publication Instructions for conducting non-examination assessments (section 8), to determine eligibility and the process to be followed for lost or damaged work	
Candidate malpractice is discovered	Instructions and processes in the current JCQ publication Instructions for conducting non-examination assessments (section 9 Malpractice) are followed Investigation and report procedures in the current JCQ publication Suspected Malpractice: Policies and Procedures are followed Appropriate internal disciplinary procedures are also followed	
A teacher marks the work of a candidate with whom they have a close relationship e.g. members of their family (which includes step-family, foster family and similar close relationships) or close friends and their immediate family (e.g. son/daughter)	A conflict of interest is declared by informing the awarding body that a teacher is preparing/teaching said child at the start of the course Marked work of said child is submitted for moderation whether part of the sample requested or not	
An extension to the deadline for submission of marks is required for a legitimate reason	Awarding body is contacted to determine if an extensions can be granted Relevant staff are signposted to the JCQ publication. A guide to the special consideration process (section 5) to determine eligibility and the process to be followed to apply for special consideration for candidates	
A candidate wishes to appeal/request a review of the marks awarded for their	Candidates are informed of the marks they have been awarded for their work prior to the marks being submitted to the awarding body	



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